University of Alberta

The Influence of Administrator's Values In Teacher Selection

by

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in
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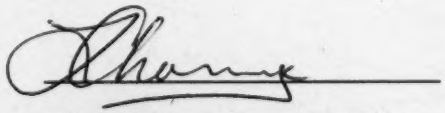

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This work is dedicated to my parents,

Don and Sylvia, who have modeled for me

the value of learning.

Abstract

This study examined the influence administrators' values have on their selection of certificated teaching personnel. It was a qualitative study consisting of interviews, observations and document analysis to gather data from five administrators from a large urban school district. The data were restricted to the administrators' experiences of opening new schools in this district.

The research centered around the general question, 'what influence do values have on the teacher selection practices as reported by selected school based administrators?'. The researcher began by identifying and categorizing values noted by the administrators with the aid of an existing values matrix. Once the categories were refined to better reflect the intentions of the participants, they were then analyzed against the teacher selection process as identified by the participants.

The research finding indicated that the administrators did not necessarily use the same values in their selection process as they did in their daily decision-making activities. In teacher selection, the values which held the most influence were those from the social and political category, followed by basic human values and general moral values. With respect to the process of teacher selection as identified by the participants, value judgments could be found as influencing their actions at every step.

An added benefit of this study was the reflective nature of the participants. Throughout the data gathering, they were forthright in acknowledging their value judgments and even began to apply them to their current practices. The hope here is that this will improve the decision-making practice of teacher selection thereby creating a more effective process.

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CHAPTER 1

INTRODUCTION TO THE STUDY

This first section presents the purpose of the study. It contains background information and the general research question and subsidiary questions that will be the focus of the research. It also includes the assumptions, delimitations and limitations that are relevant to this study.

Background to the Study

Values are an implicit reality. Every thought, decision and action has some basis in an individual's personal values. It can be surmised, then, that values also have an important role in education, particularly in their influence on the behaviors of administrators. This theme has become apparent in recent educational leadership literature (Sergiovanni, 1990, Hodgkinson, 1991, and Foster, 1986). In fact, Hodgkinson (1978) theorized that administration is "philosophy-in-action". Foster (1986) defined this philosophy as involving "a set of beliefs about how the world is structured" and administrators "knowingly or not, put those beliefs into practice" (p.19).

There can be a great deal of confusion with the terminology of values, beliefs and philosophies. In terms of this study, values were defined, as per Hodgkinson (1991), to be "concepts of the desirable" (p.89) and it is these desires of what 'ought to be' that was the focus of this research. As Sergiovanni (1990) stated, "the behavior of successful leaders is often driven by a deep commitment to ideas and ideals they believe to be important" (p.10) and it is the practice of

recognizing these values that may directly relate to the effectiveness of administrators.

Purpose of the Study

The purpose of this study was to determine what values were held by administrators and what influence these values have on their decision-making process, particularly in the area of selecting certificated teaching personnel. The researcher began by determining which specific values were employed during the selection process by identifying and categorizing the different types of values. Once this had been established, the focus then shifted to how these values influenced an administrator's choice of teaching staff. In doing so, principals became more aware of their use of personal values and the role these values had on their selection decisions.

Statement of the Problem

General Research Question

What influence do values have on the teacher selection practices as reported by selected school-based administrators?

Subsidiary Research Questions

1. What values do administrators report using in general administrative decisions?
2. What specific values do administrators report using during the selection process?
3. What value judgments do administrators feel are appropriate to use during the selection process?

4. What role do the administrator's values play in the selection process?

Significance of the Study

Effective leadership has been an ever-increasing focus of education, as has been the role of values in that leadership. Begely and Leithwood (1989) stated that "a theoretical perspective that accommodates the existence of values as influences on administrative practices at least potentially expands our understanding of administrative actions beyond that which is possible employing the exclusively rational framework normally associated with effective schools" (p.338). The existence of and extent to which values play a role in leadership seems to be a worthy question.

Decision making is an area where value judgments are inescapable, and administration, by nature, is a decision-making practice. Hodgkinson declared that "to govern is to choose" (p.93) and one of the most important, influential choices an administrator makes is in the area of staffing. During a relatively short period of time, the administrator must make a judgement as to the suitability of the applicant for the position and the school setting. This judgement is based upon the administrator's perception that the candidate's belief system about education is similar to the administrator's belief system. When the right candidate is selected, the school organization benefits. If the applicant has a belief system that is counter to that of the administrator, disaster can strike. How, then, can the administrator ensure that the decision he or she makes is informed, thought-out and true to what they believe is best for their school?

There have been several recent trends that have affected the hiring practices of administrators. With the decentralization of control going to schools in certain districts, principals have, to some extent, been given more freedom over their choices of whom they wish to place in their school. Also, as school philosophies or belief statements become more predominant, so do the administrator's justification for choosing, or not choosing, certain teachers. The basis for these philosophies is to build a school culture with a common foundation, a community of teaching staff whose beliefs and values are consistent with what the administrator believes to be good, true and right. It is these beliefs and values that the administrator holds that will affect their choice of whom they hire.

The key element, however, is the principal's awareness and acknowledgement of the role their personal values play in these decisions. As Hodgkinson stated, "an administrator is faced with value choices . . . One can accept or not accept the value dictates imposed by the particular organizational culture in which one works" (p.93). But, Hodgkinson went on to ask "what values are the *right* values and how are the values in the case before us to be ordered?" (p.93). By understanding and defining these values, further insights may be provided into the motivations that affect an administrator's choices when selecting teaching staff. These insights can, in turn, give the administrators a higher level of understanding of the influence and place their value judgments have on the success or failure of applicants.

Definitions

To clarify communication within this study, the following definitions were used:

belief(s): that which is held to be true or real

candidate: the certificated teacher who is seeking employment

philosophy: a body of principles of conduct

selection process: the series of steps from initial preparation and applicant screening to determining the selection of a candidate (Schermerhorn, 1997)

values: an individual's concept of what is desirable (Hodgkinson, 1991)

value judgment: the process of making a choice based on one's values.

Assumptions

This study is based on the following assumptions:

1. Administrators were honest and forthright in sharing their perceptions of the role value judgements play when selecting teaching staff.
2. Administrators will become aware of their use of values when making decisions regarding the selection of teaching staff.

Delimitations

This study contains the following delimitations:

1. Five selected principals were involved in this study.
2. Participants answers were restricted to their experience of opening a new school within the system. This was done to eliminate the issue of hiring for a specific role, since new schools require placements in all areas.

3. The schools were restricted to the elementary level in a large, urban public school system.
4. Findings of the study were limited to the perceptions of the participants.

Limitations

This study contains the following limitations:

1. External influences may affect the responses of the participants; for example, principals may not wish to admit an unsatisfactory decision.
2. The study is subject to errors such as the Halo Effect; for example, principals may rationalize any values of the applicant that contradict their own.
3. The participants' perceptions may affect their interpretation of the reality of the situation.

CHAPTER 2

LITERATURE REVIEW

This section is designed to introduce literature relevant to this study. The first part contains a discussion of the role of values in educational administration, particularly the act of making decisions. Next, an overview is presented of value frameworks as they relate to decision-making; these frameworks are those created by researchers interested in the field of educational administration. The third section is focused on influences on the decision-making process of selecting personnel. The final part reviews the research and practices of personnel selection with a specific reference to teacher selection.

Values in Administration

Lerner (1976) stated that "in every phase of his being, for good or ill, [man] is a value-receiving, value-choosing, value-carrying, value-shaping, value-transmitting, value-binding animal" (p.97). Leithwood and Montgomery (1986) applied this idea to education, particularly by acknowledging that principals are human and consequently function and are motivated by human thinking. In fact, Carbone (1987) felt that "value judgments are an integral part of decisions. . . those who argue that schools should be value-free have simply failed to grasp what education is all about" (p.133). Harris (1989) took this idea further, commenting that

> Administrators are those persons vested with authority, by the group members, to oversee the fulfillment of the organization's goals. The goals of the organization, therefore, are human goals. . . If we consider organizational goals to be of human invention we must, with Hodgkinson, return organizational leadership to the

> realm of philosophy. Hodgkinson defines philosophy, for this purpose, as "the process of correct thinking and the process of valuing: (i.e.) rationality, or logic, and value" (p.13).

Previous research on values included Hambrick & Brandon's (1988) study of the "recognition of a limited, identifiable set of values used by executives in their problem solving, and a compelling theory to explain the relationship between executives' values, thoughts and actions" (p.7). The realization that values play a role in education, particularly in the realm of decision-making, had been noted by authors like Carbone (1987), Emmet (1965), Hodgkinson (1991) and Sergiovanni (1990). Cross (1987) defined these values as "a different sort of judgment which is to do with things being good or bad, desirable or undesirable, worthwhile or not" (p.13). Leithwood & Steinbach (1995) expanded the definition to include the idea that "once internalized, a value also becomes a standard for guiding one's actions and thoughts, for influencing the actions and thoughts of others, and for morally judging oneself and others." (p.128)

Konrad (1983) suggested that it would be beneficial to challenge people's thinking about values. This would "force on them the realization that they are responsible for their value decisions. . . the process of learning values is a growth process" (p.5). In education, part of this growth process is an effort to move toward the improvement of principal effectiveness. Phelps et. al. (1987) noted that "there is a trend toward delving into the decision making process to understand the underlying cognitive processes . . . and this should aid the practitioners in increasing the quality of individual decision making and, in turn, the effectiveness of their organizations" (p.323).

DeBono (1985) suggested that decision-making ought to be an almost entirely rational process. In fact, in an attempt to achieve more effective

decision-making, there have been attempts to train decision makers in a variety of procedures to improve this process. Zakay (1984) evaluated one particular procedure, called DA - decision analysis - by conducting a survey among 40 managers who were graduates of DA workshops. Some of the obstacles these managers discovered when using DA are:

> They thought that their own intuitive decisions were effective enough without the use of DA . . . They thought that the formal responsibility involved in the use of DA was too high . . . They thought that it was not possible to take feelings and hunches into account while using DA. (p.48)

One conclusion Zakay made was that the process of decision making goes beyond a simple mechanical task. It also requires an intuitive base and informal 'gut' reactions. These 'gut' reactions may seem to be a superficial method for principals to use; however, Phelps et. al. (1980) felt that "the definition of decision making must include subjective judgments, choices, solutions to problems" (p.297) and Gorton (1972) echoed this when he said that "there are various personal variables or value considerations which can influence the decision maker and, ultimately the final decision" (p.238). Lipham & Hoeh (as cited in Gorton, 1972) suggested that

> . . . values serve as a perceptual screen for the decision maker, affecting both his awareness of the problematic state of a system and his screening of information relative to the problem. Second, values condition the screening of possible alternatives . . . Finally, values serve as the criteria against which higher-order goals are assessed and projected . . .(p.239).

In fact, Emmet (1965) said that "some value judgments will entail a process of comparing the importance or the value of differences between things in one respect, which may itself be a matter of fact or a matter of taste" (p. 142).

Despite the findings of past authors (Barnard, 1958, Emmet, 1965, Gorton, 1972), traditional research has "ignored value and sentiments as springs of human action" (Greenfield, 1986, p.59) and only in the recent past has the research field begun to acknowledge the influential role of values in administrative decision-making. Gorton (1972) admited that "while administrators probably cannot avoid the influence of values and attitudes in making decisions, he should attempt to become more aware of the ethical nature of those values" (p.239). Some studies into the influence of values on educational administrative decision-making included research by Campbell-Evans (1988), Begley & Leithwood (1989), Leithwood & Stager (1989) and Chomyc (1996).

Campbell-Evans, using Beck's values framework, studied how principals dealt with conflicts between their internal values and external influences. The results indicated that "values give meaning to potential external influences and act as filters in determining whether potential external influences will be allowed to be actual influences" (p.176). England (1967) labeled the indirect influence as 'perceptual screening', the notion of executives "seeing or hearing what they want to see or hear" (Leithwood & Steinbach, 1995, p.174).

Begley and Leithwood's (1989) research dealt with administrators faced with the choice of adopting and implementing a particular computer technology for their school. The results found "a direct relationship between values and actions" (p.175) since a number of principals opted to accept the program with a very limited amount of knowledge regarding its effect on the school. England (1967) labeled this direct influence of values on problem solving as 'behavior-channeling'. Hambrick and Brandon (1988), in their previous study of

executives, had also found evidence of both internal and external influences of values.

Leithwood and Stager (1989) conducted a research project that studied the processes used by expert and typical (non-expert) principals to solve problems; "expert principals expressed about 17 percent more value statements than did typical principals . . . the primary differences . . . were in the frequency with which they mentioned specific values within the four categories." (p.108) They found, and Sergiovanni (1991) concurs, that experts were "relatively clear about their values and so were able to make use of them as guidelines for problem-solving" (p.176).

Chomyc (1996) used a case study approach to observe the role and influence of an administrator's values in his decision-making process. The results indicated that the principal's values could be found in the school's philosophy statement and as a motivating influence toward specific actions. As well, he found that staff and students modeled the same values as displayed by the principal, thereby creating a very unique school community. In his conclusions he stated that "administrative decision making revolves around how the problem or concern is perceived and interpreted by the administrator" (p.169), adding that "studying values as the fundamental basis for administrative decision making is key to understanding the nature of administration" (p.170).

To become a more effective principal, though, one must go beyond using intuitions, perceptions and subjective judgments. Harris (1989) felt that administrators must reflect deeply on the weight they give to value judgments, for "it is in the process of decision-making that there is a particular charge upon administrators to act responsibly and to do their utmost to make the 'right'

choice" (p.16). He continued on to say that "administrators do make a difference through their decision making . . . the nature of the difference is determined largely by the level of values which underlie administrative attitudes and actions" (p.16). Leithwood (1986) suggested that "effective principals establish procedures for clarifying the values on which decision criteria are based" (p.128).

Value Frameworks

According to Cross (1987), "valuing is central to all conscious behavior involving judgments, choices and decisions. . . the capacity to clarify the values of oneself and of others is crucial" (p.5). There have been several frameworks developed in an attempt to organize and categorize particular values. Such frameworks would allow researchers to demonstrate a "preference for some value types over others . . . [and] this preference may explain the variation between individual's actions" (Chomyc, 1996, p.20). Frameworks of values can be traced from Guba in the 1950's to Immegart and Burroughs in the 1970's. These models tended to be abstract in an attempt to illustrate both the external and internal influences of values on administrative decision-making.

In 1978, Hodgkinson created a hierarchy that consisted of four value types ranging from those that are 'good', or desirable, to those that are 'right', or moral.

Type I.	Transitional values which are grounded in principle;
Type IIa.	Rational values based on an individual's assessment of consequences, determined by what is perceived as right;
Type IIb.	Rational values based on an individual's assessment of consensus, determined by what is perceived as right;
Type III.	Subrational values which are related to personal preference, or what is perceived as good.

Figure 1. Hierarchy of values (Hodgkinson, 1978)

The hierarchy's base values, Type III, are "grounded in individual affect and constitute the individual's preference structure" (p.98). As one moves upward, Type IIb values, which involve consensus, suggest that a value is more right if it "concurs with the will of the majority" (p.98). Next are Type IIa values, those that are judged upon "reasonable analysis of the consequences entailed by the pending value" (p.98). Finally, the apex, Type I values, is reached when "values are based on the will rather than upon the reasoning faculty; their adoption implies some kind of act of faith, belief, commitment" (p.99). It is important to note that Hodgkinson felt that "values tend to lose their level of grounding with time, thereby reducing their authenticity" (p.178).

Six years later, two other frameworks were developed. Ashbaugh and Kasten (1984) studied value-orientations of administrators and developed a framework based on Hodgkinson's work. They used a three-pronged design:

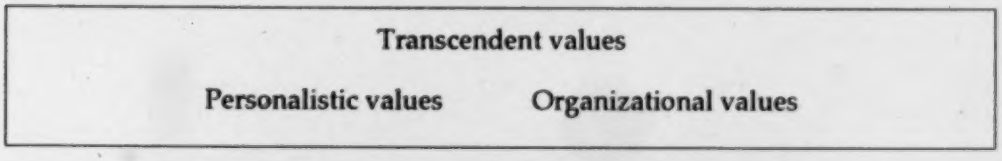

Figure 2. Values triad (Ashbaugh & Kasten, 1984)

Beck's (1984) framework, unlike the previously mentioned authors, was not developed with administration in mind, but was based on the premise that a fairly common set of universal values exists. He identified five categories of values, allowing for preferences in particular categories and the ability to shift the preference, depending on circumstance at any given time.

Basic Human Values:
survival, happiness, companionship, friendship, helping others (to an extent), participation in community, self-respect from others, knowledge, freedom, a sense of meaning in life, etc.

Moral Values:
carefulness, responsibility, courage, self-control, reliability, truthfulness, honesty, politeness, fairness, unselfishness, etc.

Social and Political Values:
peace, justice, due process, tolerance, participation, cooperation, sharing, loyalty, solidarity, citizenship, respectability, etc.

Intermediate-Range Values:
food, shelter, entertainment, relaxation, fitness, good family relationships, ability to read, write and calculate, meaningful employment, financial security, etc.

Special Values:
a car, a telephone, a particular neighborhood, a particular friendship, a high school diploma, a good TV, a particular sport, a particular political party, a particular job, etc.

Figure 3. Framework of value types (Beck, 1984, p.2)

In 1991, Leithwood & Steinbach (1995) conducted a study that looked at the processes used by expert superintendents to determine if different levels of administration used different amount or types of values in their problem-solving processes. Their research

> suggests that experts in comparison with non-experts: are more aware of their values; use their values more regularly in solving problems; and use values as substitutes for knowledge in solving ill-structured problems . . . and these finding have resulted in a classification of values by educational administrators that incorporates elements of Hodgkinson (1978), Beck (1984) and Hambrick and Brandon (1988) (p.129)

Leithwood's research resulted in a framework that uses four sets of values:

Set 1.	Basic Human Values: freedom, happiness, knowledge, respect for others, survival.
Set 2.	General Moral Values: carefulness, fairness or justice, courage.
Set 3.	Professional Values: general responsibilities as educator, specific role responsibility, consequences for immediate clients (students, parents and staff), consequences for others (community, society)
Set 4.	Social and Political Values: participation, sharing, loyalty, solidarity, commitment, helping others.

Figure 4. Categories of Values (Leithwood & Begley, 1992)

The first category incorporated both Hodgkinson's principle values and Beck's basic human values and refered to "end states of existence" (Rokeach, cited in Leithwood, 1992, p.102). Leithwood (1992) proposed that the other three divisions "represent preferable modes of conduct" (p.102) although he acknowledged Beck's view that the "distinction between means and ends is difficult to maintain" (p.102). Leithwood added 'Professional Values' to his framework, where Hodgkinson's values of consequence can be applied; this category is missing in Beck's matrix. Professional values include values "uniquely relevant to guiding decisions in one's work life" (p.102). The 'Social and Political' values described by both Beck and Leithwood, which can include Hodgkinson's values of consensus, recognized the "need for individuals to define themselves in relation to others to make their lives meaningful" (p.103). Leithwood did not include Beck's Intermediate-Range and Special values because "such values did not emerge . . . as having much relevance for principals" (p.103). Two categories of Hambrick & Brandon's categories which

are excluded from Leithwood's framework are 'materialism', which does not appear because "earlier data from principals found no evidence of this value" (Leithwood & Steinbach, 1995, p.83) and 'power', which was coded as goals (although Leithwood did acknowledge that its re-occurrence in the data may warrant the expansion of his current framework).

Although this is not a comprehensive list, the above mentioned frameworks do give an indication of the work done with respect to identifying and categorizing values in educational administration. These frameworks can be used, then, to demonstrate to administrators the range of values they use in their professional responsibilities.

Influences in Personnel Selection

> When psychologists first began to explore the individual differences, many people thought that applying their research to selection would introduce a new era in employee relations. Previously, employee failures had been attributed to laziness or recalcitrance; now it could be argued that the real fault lay in trying to force square pegs into round holes . . . proper placement would assure a high level of performance and eliminate discontent. (Strauss & Sayles, 1980, p.388)

The sentiments of Strauss and Sayles are not new. Researchers such as Bowman (1983), Thornton(1993) and Plumbley (1981) have also studied this area in an attempt to improve the quality of the decision-making process involved in the selection and recruitment of employees. Bowman (1983) suggested that ethics play a very important role in the recruitment process; in fact, decisions made in this area are ethical choices and "the administrative response is, in a word, a function of values. They are not merely inevitable, but constitute the irreducible nucleus of management" (p.1).

Personnel selection, as defined by Schermerhorn et.al. (1997), is "the series of steps from initial applicant screening to finally hiring the new employee" (p.109). Previous research in personnel selection suggests the use of biographical information from candidates (resumes/ portfolios) to short-list applicants and then interviews to make the final selection. A common theme throughout the literature is the heavy reliance on the interview in the selection process and the acknowledgement that it is not without its own set of faults.

As Strauss and Sayles (1980) suggested, "the interview is not a precise technique. . . candidates react very differently to different interviewers. Since there are no fixed criteria for success or failure, prejudiced interviewers can easily evaluate interviewee's performance in accordance with their own stereotypes" (p.373). The issue of personal biases affecting interviews has also been noted by Lunenburg & Ornstein (1996) and Kirk (1981), who's research indicated that a highly influential factor in interviews was the interviewer's subjective feeling regarding the applicant. Lopez (1965) suggested other potential downfalls of the interviewer as being anticipation, intolerance, impulsivity, indolence and suggestibility.

The notion of 'first impressions' is also a difficulty with the interview process. A recent study by Phelps et. al. (1987) found the judgmental bias of 'belief perseverance'(first impressions) in decision making indicates that "people have great difficulty revising their initial opinion even when the evidence that created the original opinion is totally discredited" (p.315). They continued on to say that "people use judgmental heuristics (mental shortcuts) to compute subjective probabilities, and these heuristics can lead to inaccurate judgments; thus, they are often referred to as judgmental biases" (p.314). Although it is

encouraging that research has recognized these particular difficulties with the interview process as a means of personnel selection, it does not address the issue for this research paper. What must be understood is that prejudices and biases are not the same as values.

Another shortfall of the interview is incomplete data gathering due to time-constraints. Unfortunately, administrators often find themselves in a situation where a decision must be made quickly, thereby lacking the luxury of an in-depth, information-gathering conversation. Phelps et. al. (1987) found that "decision makers must often make inferences based on limited data in order to provide a complete mental representation from which they can proceed to generate alternative solutions" (p.306). The difficulty comes in when alternate solutions or applicants become available and the administrator now must make a judgment based on an incomplete picture. As Emmet (1965) noted, "we make a value judgment whenever we give a mark or a rating to one thing in comparison with another" (p.138).

The interviewer's value judgments not only affect the selection of candidates, but also how the organization or school is perceived by the applicant. Thornton (1993) noted that researchers (Rynes, 1989; Harn, 1987) felt more study was needed on the characteristics of attributes that influence applicant decision processes about organizations. He found that "interviewer's behavior in conducting the interview affects the interviewee's perceptions of several important organizational characteristics . . . if the recruiter was perceived as representative of other people in the organization, the relationship of recruiter behavior and recruitee impressions was even stronger" (p.60). Strauss and Sayles (1980) described an effective interview as one that involves two-way

communication which "permits the interviewer to learn more about the job applicant's background, interests and values and it provides an opportunity for the applicant to ask questions about the organization and the job" (p.372).

A conclusion made by both Harris and Strauss & Sayles, though, was that regardless of the efficiency or effectiveness of an interview, an administrator's tendency is to choose those who are like themselves. Harris (1989) found that "administrators facilitate those who act in accordance with his or her beliefs and values; that is, when the desirable object or deed of administrator and subordinator coincide" (p.16) and Strauss and Sayles (1980) made the statement that administrators "tend to rate interviewees who are like themselves higher than those who are different" (p.373). Yankelovich (as cited in Schermerhorn et.al., 1997) also reported finding "higher productivity among younger workers who are employed in jobs that match their values and/or who are supervised by managers who share their values, reinforcing the concept of value congruence" (p.59).

In conclusion, the benefit that can be gained by discussing value judgments in the selection process can be best described by what Phelps et. al. (1987) labeled as the 'hindsight bias'. The hindsight bias can prevent the decision maker from learning from existing feedback. Phelps et. al. (1987) stated, "if we misremember predictions so that we think the predictions in the past were more accurate than they were, we are unlikely to make any changes in our forecasting behavior" (p.317). It is therefore very important that administrators be cognisant of what their predictions are so they can adapt their actions as they see fit. Kirk (1981) felt this could also benefit personnel selection practices in education since

"detailed analysis of the recruitment process and quality of the candidate lead to refinement, elimination or errors and the repetition of success" (p.19).

Practices in Teacher Selection

Merrit (1971) noted that "the selection of teachers is one of the major responsibilities of educational administrators", and "often the administrator's main opportunity to change the character of a school or strengthen its curriculum rests with the decisions he makes about the selection of teachers." (p.17). Kirk (1981) found that problems in the selection process usually result from improper goals or implementation of procedures; therefore, principals must ensure that their method of selection is congruent with their own beliefs as well as the philosophy of the school they are staffing. Leithwood and Montgomery (1986) also mentioned that "effective principals help ensure that their schools self-consciously strive towards achieving such values, using means consistent with those values" (p.129). Leithwood and Steinbach (1995) went further by suggesting that when a principal's values are congruent with the needs of the school, "it will be important to give them the discretion to act on the basis of those values. This may turn out to be an argument for more school-based management in one form or another" (p.193). Wise et. al. (1987) also argued for decentralization of control because principals "cannot be held accountable for the performance of their schools if they do not have control over the primary determinant of that performance - the composition of their teaching staff" (p.56).

Previously, school boards were responsible for the hiring and placement of teaching personnel. Consequently, the majority of the research on teacher selection has been limited to the study of recruitment and hiring techniques of

school boards and districts with only a cursory mention of the principal's role in selecting staff. Now, with the advent of decentralization of control and site-based decision-making in certain districts, principals have been given more freedom and are in fact encouraged to select staff from the board's pool that would best suit the specific needs and philosophy of that school. Since the practice of decentralization is in its infancy, there is little information and research conducted into the process of teacher selection by principals and its influences and implications. Wise et. al. (1987) did note that valid teacher selection should be based on "information that accurately reflects the qualifications, skills and performance of effective teachers - and should be carried out by school principals and teachers - those who have accurate, first-hand knowledge of the qualifications, skill, performance required for their school" (p. 57).

Studies, such as those conducted by Kirk (1981) and Wise et. al. (1987) are useful however, because teacher recruitment by school boards plays a pivotal role in the choices given to principals. Poor recruitment and hiring techniques by boards leaves principals with the sole option of choosing the 'best of a bad bunch'. Regardless of who is doing the actual activity, be it the board or the individual principal, there are some common themes that the research has pointed out which could lead to a more effective, more aware teacher selection process.

Kirk's (1981) study described the teacher-selection process in a number of school systems in Alberta as an attempt to lead to an improvement of the teacher-selection process used by each particular board. The study by Wise, et al. (1987) was directed toward school districts who wanted to improve their

recruitment, screening, hiring, placement, induction and evaluation procedures and those who wished to understand the effects of teacher selection practices. It examined teacher selection in 6 school districts and reviewed research to suggest ways in which procedures might be improved to meet the hiring challenges of the 90's. Some recommendations made by these studies include: a written selection philosophy, more structured selection interviews to increase objectivity and allow better comparison among applicants, and the continual evaluation of selection procedures.

Wise et. at. (1987) found that "principal's needs will differ not only among school districts, but within them as well . . . and principals will do their best to pick teachers who will fit their schools" (p. 63). Kirk (1981) suggested that before selection begins, effective principals must have a clear idea of their own personal values and the specific needs of their school. Leithwood and Montgomery (1986), who refer to these principals as systematic problem solvers, found that "these principals try to ensure that decisions to be made and criteria to be used are carefully defined and that the values on which criteria are based are made explicit" (p.108). These values are often found in the school's philosophy statement. Once the criteria for teacher selection has been suitably established, the principal can continue with the next step of the selection process.

In an attempt to best match a teacher with the school's philosophy, principals may use "informal procedures to select teachers that fit with their local school conditions - use 'known quantities' such as substitutes, interns, volunteers, former students, and rely on colleagues from other schools and their own teachers to recommend potential applicants" (Wise, et. al., 1987, p.56). The theory behind this is to use these "*trusted* networks to provide information about

prospective teachers because central offices' data may be of dubious reliability and validity" (Wise et. al., 1987, p.56). However, Kirk (1981) felt that these "professional recommendations are insufficient predictors of teacher competence. They may be biased and have nothing to do with the position for which the teacher is applying" (p.20).

Issues of reliability and validity were addressed by Wise et. al (1987) when they stated that "reliable assessment of a candidate will be based upon information that is consistent across time, across raters and across other candidates applying for the same position" (p.57). Reliability of the interview is also increased when principals are free to devise questions based on the particular requirement of the position and they can include members of their teaching staff in the interview. This benefit is two-fold: "it gives the principal another values perspective and allows them to observe how candidates will fit in with current faculty" (p. 63). Kirk's (1981) research indicated that the validity of the interviewing process may be improved by using a structured interview and following the careers of successful and unsuccessful applicants to discover the quality of the decisions made.

Unfortunately, even if principals are cognizant of these dilemmas in teacher selection and make every attempt to combat them, they may still find that "external policy constraints limit ability to select teachers forcing principals to satisfice as they choose among candidates" (Wise et. al., 1987, p.69). The very notion of 'satisficing' (or settling) is, itself, a value conflict. The research indicates that there is no one solution or perfect formula for effective teacher selection. What is clear though, is that principals ought to have a key role in

choosing their staff and must also be given the freedom to do so in a manner that complements their own values of education.

Summary

Administration is grounded in the act of continuous decision making and "each participant in the drama of decision-making brings his or her own set of values to the decision-making table" (Greenfield, cited in Harris, 1989, p.15). Leithwood (1986) went on to describe effective principals as those who "try to ensure that decisions to be made and criteria to be used are carefully defined and that the values on which criteria are based are made explicit" (p.108).

For the purpose of this research, the framework created by Leithwood and Begley (1992) was the one used to identify and categorize participant responses. The language used by Leithwood is quite generic and therefore more congruent with the comments and data gathered. Also, having been developed from previous research with principals specifically, it was best suited for the participants interviewed by this researcher.

However, having principals simply identify the values they use when interviewing potential teacher candidates is not enough. They must also acknowledge the influence these values have on their final decision. Phelps et. al. (1987) suggested that decision makers "should evaluate the entire decision process that they have completed, not simply evaluate whether their final choice was the 'right' one" (p.316). The ultimate goal in attempting to improve the decision process used when selecting staff is to improve the effectiveness of the administrator. The *ripple effect* then would be as Leithwood (1986) suggested, that by "improving principal effectiveness [this, in turn] would contribute to

improving school effectiveness" (p.1). O'Steen (1977) echoed this by saying that "the quality of education offered at a given school or in a given school system is only as good as the quality of teachers employed there" (p.28).

Having reviewed the writing regarding the influence of administrators' values and teacher selection, two points became evident: administrative decision making is a value-laden act and the conscious selection of teaching personnel is essential for an effective school environment. It was the purpose of this researcher, then, to determine what specific values were demonstrated by the administrators and how these values affected the development and practice of their teacher selection process.

CHAPTER 3

DESIGN AND METHODOLOGY

This chapter contains the research framework which underlies this study and outlines the criteria and procedures that were used in the collection and analysis of the data. The intent of this detailed methodology description was to add credibility to this research.

Research Design

This was a qualitative study based on researcher interpretations of data gathered from interviews and taped conversations with a limited number of participants. The goal of the research was to understand more clearly the decision-making process used in the area of staff selection, and more particularly how the values of the administrator affect this process and ultimately the final selection of the successful candidate. Because the research was based on personal perceptions and interpretations, a qualitative research design was employed. Kidder (1981) stated, "the situation often arises in social research in which it is impossible or impractical to collect data about people by observation [and] in these situations interviews . . . are commonly used to gather information. Typical topics of interest are a person's knowledge, attitudes, beliefs, feelings, motivations, anticipations, future plans or past behavior" (p.146). This methodology, then, was the most appropriate to use for this study which did, in fact, deal directly with gathering the type of information as suggested by Kidder.

The interview approach places "heavy reliance on *verbal reports* from the subjects for information about stimuli or experiences to which they are exposed

and for knowledge of their behavior" (Kidder, 1981, p.146). Verbal reports can be difficult to collect with complete reliability because they require from the subject an awareness and ability to articulate personal knowledge as well as the willingness to share the information. Kidder described these verbal reports as containing an element of "self-diagnosis . . . feelings, beliefs, and motivations become apparent to the self in an intellectually comprehensible form only as the end result of an involved process of inferences" (p.147). This self-diagnosis required the subject to have the skills in which they can reflect and analyze their beliefs and behaviors. The next element of an accurate verbal report would be the ability, clarity and extent to which the subjects were able to communicate this newly acquired understanding of their personal beliefs. If this is accomplished, the final hurdle would be to create an atmosphere in which the subjects feel safe enough to verbalize beliefs and behaviors that they may feel uncomfortable or unwilling to share. Kidder emphasizes that:

> . . .people are sometimes, unwilling or unable to remember or describe accurately what they know, what they feel, and what they do. . . to the extent that they can and will communicate their knowledge about themselves, they provide the investigator with information that could otherwise be obtained, if at all, only by other, even more fallible methods than self-reports (p.147).

Methodology

The primary method of data gathering was the interview, although there was some use of reflective field notes as well as analysis of personal documents provided by the participants. The interview provided many insights into the participants' thought process by allowing for specific details of behaviors and beliefs to be identified. The main concern with the interview, however, was to reflect accurately in the researcher's conclusions what was said by the

participants. Kidder (1981) cautioned that "The subject's reports may or may not be taken at face value: they may be interpreted in the light of other knowledge about the person . . . or inferences may be drawn about aspects of the subject's functioning that they have not reported" (p.146). He continued on to say, though, that "regardless of the amount and kind of interpretation . . . the starting point is the subject's self-report" (p.146). For this purpose, the interviews were taped, transcribed and returned to the participant for verification of content. This allowed the participant the opportunity to verify the content of the transcripts; however, the participant did not have the luxury to analyze the findings made by the researcher. This was where there must be an element of trust between the participant and the researcher.

Although there can be limits to the validity of the interview, it is nonetheless a method of data gathering that has been used effectively in the area of educational research (Lincoln & Guba, 1985; Weber, 1985). By noting these areas of potential pitfalls and allowing for the sensitivity of the interview process, the interview should provide accurate data. Weber (1985) made the point that "the interview experience holds a potential of a new human relationship, and a new or deepened understanding" (p.66). This was true for this study because ultimately both parties had the same goal: the principal's acceptance to participate and the researcher's desire to conduct this particular study both indicated that the parties wished to move towards a deeper understanding of human relationships.

Another methodology, although not significantly used in this research, involves reflective observations by the researcher. This came into play on the occasion that the researcher was able to observe the principal in the everyday

workings of the school. Through observing the mannerisms, attitudes and generic decisions made by the principal, the researcher was able to ascertain some of the unstated values demonstrated by the principal's actions. This gave further insights into the principal's use of value judgments that had been transferred to the selection process of which they may be unaware.

The examination of personal documents was also used to gather data. This was limited to asking the principals to provide any documents that they had used during the screening and selection process of teaching staff along with a copy of the school's philosophy statement on the day of its opening.

Data Collection

Pilot Study

To gain experience in conducting interviews, the researcher conducted a pilot study with two administrators who were familiar to the researcher. This provided an opportunity to refine and gather feedback with respect to the interview questions and to predict and rectify any potential pitfalls that may affect the validity and reliability of the actual interviews.

Selection of Participants

Upon the consent of a large, urban school district, elementary principals who opened new schools in the system were contacted by a formal letter requesting their participation in this study. Those principals who indicated a willingness to participate were placed in a 'pool' and five names were randomly picked. Although only five principals were actually selected for the data collection, a sixth member was chosen as a back-up in the event that one of the

initial participants was unable to continue with the study. There was an attempt made to balance the male-female ratio as well as years of experience as an administrator. The pseudonyms assigned to the participants who were selected were Sara, Dan, Lynn, Larry and Rob. The principals chosen were contacted by telephone to ensure their willingness to participate and to schedule the initial interview.

Interviews

The interviews were semi-structured. There was a set of particular questions, but at any point, either party was able to elaborate on situations or experiences that related to the use of values when selecting teaching staff. This allowed both the participant and the researcher the flexibility to explore and expand on any given topic, while ensuring all areas were covered with the guidance of a set list of questions. Kidder (1981) pointed out that the less-structured interview

> . . . helps bring out the affective and value-laden aspects of the respondent's responses and to determine the personal significance of their attitudes. Not only does it permit the subject's definition of the interviewing situation to receive full and detailed expression; it should also elicit the personal and social context of beliefs and feelings (p.187).

The interviews were conducted in a manner in which the participant's answers were both valid and reliable. They took place at the participant's school, in a comfortable, relaxed setting that encouraged the respondents to share their experiences. Kidder (1981) stated that "if a verbal report is to be accepted at face value, it must be elicited in circumstances that encourage the greatest possible freedom and honesty of expression" (p.153). Kidder (1981) viewed the ideal as a

"permissive situation in which the respondents are encouraged to voice their frank opinions without fearing that their attitudes will be revealed to others and without the expression of any surprise or value judgment by the interviewer" (p.179). For this purpose, the participants were assured confidentiality.

Reflective Observations

The observations were limited in time (no longer than half an hour) in which the researcher became acclimatized to the school setting and developed a relationship with the principal. The purpose of this was to gain a better understanding of the context and manner in which the principal conducted his/her role in the school. Observations consisted of shadowing the principals and the data gathered were limited to anecdotal comments on behaviors, actions and language demonstrated. Gall et. al. (1986) suggested that "establishing a rapport, understanding the respondent's language and culture and being sensitive to non-verbal information" (p.319) are elements that increase the validity and reliability of the interview. All data gathered through observations were reflective in nature and were used in the analysis subsequent to approval by the participants.

Personal Documents

The documents for this portion of data gathering consisted of the philosophy statement of each school on the day of its opening and specific documents prepared by the principals that had been used when selecting staff. They were voluntarily provided by the principals with the understanding that any information gathered could be used in the data analysis.

Data Trustworthiness

The administrators were interviewed twice and each interview was given a maximum time-limit of one and one half hours in duration. All interviews were taped and transcribed for the purposes of recall and an audit trail. Copies of the transcriptions were given to the participants prior to the next scheduled interview. This provided an opportunity for verification and clarification of items discussed in the first interview and possible areas of further consideration. This process was repeated after the second interview as well. The transcripts were reviewed by an outside party to ensure that the taped interviews were accurately transcribed. To complete the audit trail, selected copies of the personal documents gathered from the schools are included in an appendix of this study.

Triangulating observations, interviews and written documents strengthened the credibility of the study, suggesting that the common themes highlighted are important. As the data were being analyzed, follow up interviews with the participants were conducted to ensure that the emerging themes accurately reflected their intended meaning. Also, peer educators and a faculty advisor reviewed the transferability of data used in the reporting and analysis from the original transcripts. Throughout the reporting and analysis, there was consistent use of direct quotes from the participants in an attempt to support findings and reduce any unintentional researcher bias.

Data Analysis

Individual respondent's statements were reported separately under each of the four previously stated subsidiary questions:

1. What values do administrators report using in general administrative decisions?
2. What specific values to administrators report using during the selection process?
3. What value judgements do administrators feel are appropriate to use during the selection process?
4. What role do the administrator's values play in the selection process?

For the first two sub-questions, the data were analyzed for content against Liethwood and Begley's (1992) categories of values to identify and organize values as reported by the participants. Interview transcripts provided a means to identify comments that indicated a value judgment. These comments may have included language such as *ought, would, like,* and *prefer*. Also, non-verbal communication such as body language, voice intonation and mannerisms demonstrated during any particular statement which may have indicated a value judgment were subsequently noted. This was in fact noted by one of the participants, Lynn, when she commented that "one of the things that doesn't come through in a transcript is the personality and lightness of some of the comments. Some shouldn't be taken seriously; you almost have to put 'joke' in brackets."

For the last two sub-questions, content analysis was again employed with the transcripts to identify common themes among the five respondents. These themes were directly linked to the subcategories of values found in the first two

subsidiary questions. Themes were reviewed for consistency, to avoid any overlapping of data and to make certain that the data related to the appropriate research question.

Ethical Considerations

Prospective participants were sent a letter describing the nature and purpose of the study and were asked to sign a letter of informed consent indicating what is expected of them for participation in the study. A copy of the letter and the consent form are provided in the appendices. All respondents participated on a strictly voluntary basis with the right to withdraw from the study at any point. The information gathered during the study (interview transcripts, personal documents and reflective field notes) was used only upon approval of the participant and the researcher's assurance of utmost confidentiality. To further maintain confidentiality and anonymity in the reporting of responses, all participants have been given pseudonyms. A research proposal of this study was submitted to and subsequently approved by an ethics review committee in the Department of Educational Policy Studies. The purpose was to ensure that the research would meet the standards of the University of Alberta's guidelines for research involving human subjects.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

This chapter comprises the findings from the two interviews and personal documents provided by each participant and from observations made by the researcher with respect to the general research question of "what influence do values have on the teacher selection practices as reported by selected school based administrators?".

In accordance with ethical guidelines, all names and locations have been omitted from any documents collected by the researcher. As well, pseudonyms displayed in Table 1 are used to identify the participants.

Table 1 – Demographics of Participants

Name	Years of Admin. Experience Prior To New School	Approx. Student Enrollment at Opening	Number of Teaching Staff at Opening	Year New School Opened
Sara	4	149	8	1989
Dan	7	180	7	1993
Larry	5	300	12	1993
Rob	9	78	5	1981
Lynn	10	135	8	1990

The data are presented through delineation of the findings for each of the subsidiary questions. The first two subsidiary questions were analyzed and categorized against the values matrix created by Leithwood and Begley (1992) as shown in Table 2. As the interviews progressed, common language used by the participants was placed in the appropriate sections, thereby creating a more

specific matrix relevant to this study. The adapted matrix is addressed in the next chapter. The final two subsidiary questions were analyzed using the new matrix to find common themes regarding the influence and the place of these values on their selection decisions.

Table 2 - Leithwood & Begley (1992) Categories of Values

Values	Exemplifiers
Basic Human Values	freedom, happiness, knowledge, respect for others, survival
General Moral Values	carefulness, fairness or justice, courage
Professional Values	general responsibilities as educators, specific role responsibility, consequences for immediate clients (students, parents and staff), consequences for others (community, society)
Social/Political Values	participation, sharing, loyalty, solidarity, commitment, helping others

The data from the two pilot studies will not be discussed; however, they did provide a great benefit in the process of refining the interview questions. The pilot studies were compared to Leithwood's (1992) value matrix to ensure that the language and themes necessary were in fact emerging. After revising the interview questions, the researcher conducted the initial interviews with the selected participants.

The first interview centered around searching for general behaviors regarding the use of values in administrative practices and on the specific area of teacher selection. Once these interviews were completed, a cursory analysis was done to determine if any patterns or themes had emerged. At this time, it was noted that subcategories within the value matrix were beginning to develop from

the data. The second set of interviews contained more direct questioning of the place and influence the values had in teacher selection. To help focus the responses, participants were given a random list of the values found in Leithwood's (1992) matrix. It was noted that although these values were outlined for the participants, the responses could still be matched against the new subcategories that had emerged from the first interviews. An effort was made to support their comments regarding the list of Leithwood's (1992) specific values with the data collected from both interviews. Consequently, as themes emerged, Leithwood's (1992) matrix was refined to incorporate the new subcategories as described by the participants. The results will be discussed by using as many verbatim comments from the participant's interviews as possible, thereby allowing for individual interpretation of the data.

Subsidiary Question #1

Introduction

What values do administrators report using in general administrative decisions? The participants found this to be a helpful manner in which to begin the data collection process because it gave them an opportunity to discuss their actions at school in a very global, open manner. This allowed the researcher a basis to establish 'everyday' value judgements made by the participants which were then compared against those values judgements described in the second subsidiary question. The data were organized within the four categories of Leithwood's (1992) matrix; however, new subcategories were discovered and subsequently included under the appropriate main categories.

Basic Human Values

Within this first category, four subcategories were identified. They were *knowledge, freedom, happiness/humor* and *respect.*

Knowledge. This value was interpreted in many ways, including gathering of information, acquiring new skills and learning from past experiences. Most of the participants noted the use of this value in their everyday decisions. Dan and Lynn referred to *knowledge* in terms of keeping current to the many changes taking place in education. Lynn felt:

> . . . (her) role as principal is shifting. We have so many things to deal with. I am very competent, I think, as an instructional leader. I know my curriculum. I know what my expectations are for teachers. I know what resources there are and that is my love so I take care of it and that was what I was trained in as a teacher.

Dan described his role as that of an educational leader:

> . . . a role I am finding more and more difficult to keep up with. As curriculum changes, my staff are getting more up to date information that I am. They are going to inservices. They are taking a look at it. . . But I think there is a role to play and I still hope I am playing it and that is sort of demonstrating the importance of remaining current and up to date in your subject area. Making sure that you do have the right resources, doing the planning for it, you know all those types of things.

Dan reflected on the training aspect of *knowledge* and its effect on the quality of teaching:

> . . . and with the level of expertise that we have in our training through the universities, I've come to believe that most teachers are a lot more skilled than they comprehend. There's that hierarchy of starting off unconsciously unskilled, you don't know what you don't know. And you work your way up until you get to the point that you are unconsciously skilled – you're a Wayne Gretzsky. You're not quite sure why you make the pass when you made it but it worked out and so obviously there was something that told you to make it then. And I see in our profession that the vast, vast majority of teachers are unconsciously skilled. They are at that level and sometimes it's tough to defend it. . . it takes a while to sort of get all the way back to 'OK, now I know why I did what I did

> and the impact it has on kids'. That's where a lot of that training comes in and again, a lot of my beliefs about education and schooling.

Knowledge was also viewed in terms of learning from past experiences. Rob noted that:

> . . . certainly past experiences have a lot to do with it. Was is successful? You look at every situation differently. You say 'well, will this work' and again, is this what will make the situation better?'.

Larry found benefit in learning from his own experience as well as the experience of others:

> At the time, before our new school opened, there were three new junior highs that opened and two new elementary schools that opened and also looking at those new schools and the directions they chose. But I think a lot of it comes from your own experiences and beliefs and your own observations.

He refined his idea of experience by expanding it beyond the world of schooling:

> . . . you start with what you believe about what could be and what should be and that's based on experience both in schools and life experience.

Finally, Larry took a more philosophical approach to *knowledge:*

> My philosophy of education intertwines with my philosophy of life. It starts with the belief that we're all life-long learners. From the time we're born till the time we're in the grave six feet under, we're learning and the formal education is just a part of the total learning process.

Freedom/Flexibility. The next subcategory was the desire for *freedom* and *flexibility* in one's actions and not being constrained by restrictions or obligations. Larry's initial comment on *freedom* corresponded with his previous ideal of leaning from past experiences. He looked at *freedom* as the opportunity to create a safe, risk-taking environment:

> Allowing people to make mistakes and learning from your mistakes. Allowing myself to make mistakes, allowing kids to make mistakes.

Sara echoed this:

> . . . we need to let them (students) know how their mistakes and their risk-taking affect their learning.

Larry valued *freedom* when creating appropriate programs for his students:

> . . . students learn at individual rates, they have different skills and they come with different . . . and everyone is unique and I mean those are all . . . I believe in those things and so you try to tailor your program and your school to provide the best environment that you can for kids to be able to learn, because they are unique.

Again, Sara concurred with Larry, but took it to a more political level:

> . . . schools should be apolitical, that even if there's money attached, you don't let Pepsi or Coke or someone else dictate in fact what the program is going to be.

As well, she saw *freedom* as having the opportunity to create appropriate methods of assessment for her students, noting that:

> . . . there's a variety of ways in which kids demonstrate learning.

Lynn looked at *freedom*:

> . . . in terms of human resources manager – I like the fact that we can add to our staff, complement, hire what we need rather than someone telling us what we might need

In fact, Lynn found that:

> . . . one of the greatest things I looked for was flexibility and a good sense of humor.

Happiness/Humor. *Happiness* and *humor* were seen as the value of being content with who you are as a person and being free to enjoy life. As mentioned by Lynn, a sense of *humor* was seen as important. Larry explained:

> . . . if you don't have a sense of humor in life and you don't have a sense of humor in your school, you're not going to survive.

Lynn also found that the *happiness* of her parents to be an important factor:

> Co-curricular and extracurricular activities were important . . . parents really appreciated that because most parents were working out of the home and they had limited time to spend with their children after school. As well, the less time they had to transport them, the happier they were.

Her remark could also be interpreted within the next subcategory, *respect*.

Respect. *Respect* had many forms, from respecting others to earning the respect of others regardless of your role in the school. As seen from the previous quote, Lynn's creation of extracurricular activities was as a result of her respecting the fact that her parents had this particular need. She also found respect of her students to be an integral part of her school:

> One of the things that people remarked upon when they came into the school was the fact that students were respected. They respected their elders, whether it was the teaching staff, parent volunteers or guests. But in turn, people treated them very respectfully and didn't look down to them and they weren't just kids.

Finally, Sara saw the need for school to be a place where students:

> Have an opportunity to find their world, whatever that might be. That they have to care for and care about something.

General Moral Values

General Moral values are those that may be considered the most global of all values. Leithwood & Begley (1990) described these as the desirable means of conduct for which all actions should be based. This category was mentioned the least among the participants for this subsidiary question. However, subcategories that were noted included *carefulness, honesty* and *fairness*.

Carefulness. Although *knowledge*, a Basic Human value, was key to many participants, Dan chose to look more closely at the reasoning behind past decisions.

> Everything from historically, what decisions have been made in the school in the past, why have those decisions been made, what are the consequences of those decisions. Were they made in the short term and everybody does understand that it was a short term decision, or was the decision make to be put in place and this was going to guide us for some considerable length of time.

Fairness. Sara acknowledged this need when dealing with student expectations:

> It's things like whether or not you have a rule for the lowest common denominator or the 'what if's' of what might happen, or whether you have sort of a grey safety net, helping kids understand that they need to be in control. So one would be the value of control and one would be fairness.

Honesty. Similar to his view on *knowledge* , Larry saw *honesty* in a more philosophical light:

> So much of my philosophy of education overlaps with my philosophy of life. As I said earlier, I'm thinking about just the values of life like honesty and openness and integrity. Trying to pro-act before you have to react.

Professional Values

The participants mentioned three subcategories within Professional values. They were *general responsibilities as educators, specific role responsibilities* and *consequences for immediate clients* (students, parents and staff).

General Responsibilities as Educators. The participants began by describing a wider concept of education, which went beyond the scope of what one might define as 'schooling'. Dan recalled a common saying:

> I certainly see it as a very broad and general type of approach. You know the quotation that it takes a whole world to . . . or a whole village to educate a child, again I believe that. That's education. It's that whole village . . . The goals of schooling I see as much more narrow than the goals of education . . . I see the goals of education as very broad and that's where we get into things like spiritual education, moral education, emotional education . . . So that when you take a look at the goals of schooling, then I think you take a look at something that has a much more narrow focus, has to do with things like students working together in teams, students working together in groups, students being exposed to a certain level of material and a certain type of material.

Sara shared her belief that:

> . . . I really think that schooling is bigger than the school. That school has to be part of society . . . and my belief is that education should be in society. Not reacting to the needs of society now, but saying 'what is it we want out kids to be able to do when they leave school and what kind of society do we want to be a part of?' and so how do we create that. What's important in creating that and how do you do that within the confines of a mandated curriculum.

What can be seen here is that both Dan and Sue viewed the goals of education to be very broad and global, whereas the goals of schooling were much more specific. These were addressed next. Sara saw the goals of schooling as being flexible to the needs of the students:

> . . . schools need to be centers for learning and that our job is learning, it's not achievement. And that schools need to be a place where teachers are figuring out what is important to do and that they've got to know what it is they are doing and why they are doing it and that schools are a reflection of that. That we teach children where they are and how far we can take them on a continuum. That kids are not in school to be fixed. That they're not in school to be put into boxes, however we might define those boxes.

She also noted that:

> . . . we look at schooling as being a process of giving kids an opportunity of being who they are and who they are going to become as they enter society in contributing roles. I think that schools need to give kids an opportunity to contribute any way that they can and value that contribution whatever it may be.

Rob saw it as reaching basic needs:

> My basic philosophy is that all students must have an opportunity to reach their potential and that a school is the most efficient way right now to teach the masses. So I really believe that every child has, is at a different level when they come in, different interests, different ability level , and they all have different learning styles but you know, we cannot reach, as much as we philosophize that way that we can reach the needs of every child, but there are basic needs that we want to reach.

To describe their view of the *general responsibilities as educators*, both Rob and Dan used a business metaphor. Rob stated:

> . . . and this may be sounding like Ralph Klein got to me about the business model, I believe our students are clientele, that we must serve them as well as we can.

Dan visualized that:

> . . . schooling and teaching may end up a lot more similar to something like a law practice or a medical clinic, that type of thing. Where you have a group of professionals who are discharging professional duties for a certain level of compensation and so on.

Specific Role Responsibilities. Although some participants desired *freedom*, a Basic Human value, with respect to their actions in school, they did acknowledge that the role of a school administrator was changing and that there were specific responsibilities as administrators that had to be carried out. Larry saw his administrative role as having two parts and admitted to a preference:

> Well, it's a dual role in the sense that there is a leadership role and a management role and there are 101 different aspects to each. The management I see, for myself, as less enjoyable. It's the time tabling, the budgeting, the administrivia, the paperwork. That sort of thing.

Lynn discussed her role as an administrator by referring to a 1986 educational article by Smith and Andrews which separated the role into five parts; an instructional leader, a business manager, a human resources manager, a culture manager and a marketer:

> In terms of looking at the job, this is exactly what it is. What I am finding though is that I think the job as principal is shifting. We have so many things to deal with.

Participants were also aware of their specific responsibilities to higher levels (ie. the board, the government). Rob stated:

> . . . I also believe that because of the system that we're offering under the provincial government, they have a mandate and it's my responsibility to carry out the mandate.

However, some participants were cautious in terms how they carried out these responsibilities. Lynn stated:

> If it is curricular, I mean there are mandates from government and board we need to look at those and look at an implementation time and having gone through the change I think we know we have to get the interest, the information, the preparation and all that until we use it. These are the kinds of things that I keep in mind.

Sara found that:

> It's not so much what you do which becomes the mandated curriculum, but how you do what you choose to do. The whole notion of how you do schooling, how kids are perceived within that role.

Consequences for Immediate Clients. The participants focused particularly on the ideal that decisions were made based on what was best for the primary clientele, the students. Rob noted that he often asked himself:

> Is it the best for the child?

Sara looked at the students as a collective body:

> Well, I guess the easiest answer is that whenever I can, I try to make decisions that are in the best interest of the kids collectively.

Larry reflected that:

> I guess when we talk about my philosophy of education regarding schools itself, there are so many different aspects but some of the aspects that come to mind is that I try to make decisions and I believe we should make decisions in the best interests of kids, of

> students. So that really is the basis for decision making in terms of what I believe about kids and how they learn.

Lynn used the term "mission critical" to determine the urgency of decisions:

> . . . like if it is a decision that is critical to the safety and well being of students, then you make it immediately.

And like Larry, Lynn came to the conclusion that:

> It's partly tied into philosophy but I think the bottom line for me is what's best for the kids. And if we have to sacrifice a photocopier for class size in order to take one or two kids out, that's what I will do. So that is the premise on what I make daily decisions.

Social and Political Values

For Social and Political values, it was necessary to define some of the subcategories described by Leithwood (1992) and add new descriptors for a more precise understanding of the participant's intent. Subcategories included Leithwood's (1992) *participation, commitment, solidarity* as well as the new concepts of *communication* and *support*.

Participation. The idea of people working together and becoming involved in the everyday decisions that affect them was very important to Larry:

> . . . I believe in involvement from all of the stakeholders. I believe teachers should get involved in decision making and the culture and the whole philosophy and parents and students and so it's very much a partnership between all of them.

He also referred to *participation* when he discussed the opening of his new school:

> I didn't go into it thinking that this was going to be my school. I went into it thinking this is going to be a new school and it's going to be our school meaning mine and the teachers and the students and the parents and the community. So you can go with a view and I've got strong beliefs but on the other hand you've got to be open to others who are contributing to the culture and the development of the school.

Rob found that *participation* was part of his philosophy toward school:

> I also believe in, maybe in the philosophy it should have come out, that we can't do it ourselves – it's a triad; it is the parents, the students, the community and the educators.

Dan saw *participation* in terms of developing teamwork:

> . . . if teamwork is your goal, achievement will be the byproduct or something like that and it was sort of an interesting flip in that quite often I think we focus on the achievement and say that the teamwork will come along or it is sort of parallel. But I guess I am working from the perspective of teamwork as trying to get an effective team working together.

Commitment. *Commitment* can be defined as the desire to maintain a connection with a thought or ideal. This subcategory was seen in two perspectives, that of commitment to role and commitment to decisions. Lynn saw teacher attitude as a means of determining a teacher's *commitment* to their role:

> I feel that, I guess, my basic philosophy as teachers is you can change skills but you can't always change attitude. So if you had a good attitude about teaching the amount you have to, the kinds of people you had to deal with, people knowing that it was a very demanding community. How would they handle those kinds of things?

Dan felt a need to commit to a decision for a substantial length of time before any benefit could be seen:

> One of the things that bothers me at times is how so often decisions are reviewed over and over again. I think there are times where you make decisions about something and I think you have to stick with it for a while and in many cases I don't think a year or two years and sometimes even three years is the correct length of time to do something. . . I don't think you can change it year to year. You keep it in place, you refine it, but I think you keep it in place.

Solidarity. *Solidarity* is seen as the union of interest and purpose among the stakeholders of the school. It was described by the participants as the

creation of a common culture, all stakeholders understanding a common purpose, whatever that may be, for the school. Dan stated:

> If everybody knows that student achievement and student success are the bedrock of your whole philosophy and what you are doing and then you are pulling together as a team, it just sort of naturally flows that the teamwork is there to accomplish those goals.

Sara used the metaphor of the school as a dance ensemble:

> I talked about it in my work as sort of like a choreographer, that a choreographer has to work with the dancers that he has, but the choreographer has to put into place all the pieces into play like making sure that the movement match the music that match the tone or the feel of what it is you're trying to portray in the dance. And that changes depending on the people. Whether you're working with a staff of new teachers or whether you're working with a staff of people who have an idea of what they want to do and how to go about accomplishing it, or whether you're working with teachers who have a particular set of values. That for sure, there's some control in that I have an idea of what it is I believe schooling to be and what I think down the road it could be. So the whole thing is journeying toward something as a group of people, as a company of dancers, all contributing in different ways to get there. And then my role is to keep it all going and fluctuating and changing and evolving towards a collective vision.

Support. A new subcategory referred to by four of the participants was *support*. This was viewed by the participants as maintaining the structures necessary to aid their staff in achieving their common goal. Like Sara, Rob used a metaphor to describe how he supported his staff:

> I see myself as the orchestra leader, the conductor. Once we have the resources or the human resources together . . . I orchestrate. I make sure that things are there, that first of all the supports that the teacher must have are in place and I believe the classroom is . . . I always believe everything is happening in the classroom. As much what we can do for the classroom teacher. And so my role is to make sure . . . not that the job is easy, but you know, that they have everything in place to again, reach the philosophy that I talked about – to reach the potential of every child.

Lynn saw a need to hire the appropriate people to lend support to teachers:

> I wanted the teachers to be task orientated. That is, to have an excellent knowledge of the curriculum, the resources necessary – not only the required and mandated resources but the support resources. As a result, a teacher –librarian was really important for me to have on staff so that they could support the teachers in their work in the classroom.

Dan and Sara found that *support* went beyond material resources. Dan stated:

> You've got to find out what your staff needs administratively and try and provide it. The other part of it I guess is trying to run interference, if you will, on a lot of the disruption/interruptions type of things that will have an impact on them in their classroom.

Sara took a philosophical, construction approach:

> I guess I perceive my role to be one of supporting what it is teachers believe is important for them to do. So that my job is putting in place the scaffolding to allow it to happen, whether that is financial, whether that is organizational, whether that is matching resources to people, connecting ideas with people, connecting people with people, putting everything into motion.

Communication. The other new subcategory that was added to Leithwood's (1992) matrix was *communication* . This was seen as the need to establish connections and networks with people. Participants referred to *communication* as dealing with people in a positive, helpful manner. Lynn stated simply:

> I wanted to have open and honest communication.

Larry described its benefits:

> I believe communication is extremely important. So many of your problems can be avoided if there's open and honest communication.

Summary

The first subsidiary question was very helpful in defining the subcategories that the participants identified within the four main value

categories as described by Leithwood (1992). In terms of everyday actions and decision, fifteen subcategories were identified (see Table 3). The fewest subcategories were the three found in General Moral values, followed by four subcategories each in Basic Human values and Professional Values and finally, five subcategories in Social and Political values.

Table 3 – Subcategories Identified in Everyday Activities

Values	Subcategories
Basic Human	knowledge, freedom/flexibility, happiness/humor, respect
General Moral	carefulness, fairness, honesty
Professional	general responsibilities as educators, specific role responsibilities, consequences for clients
Social and Political	participation, commitment, solidarity, support communication

Subsidiary Question #2

Introduction

What specific values do administrators report using during the selection process? The focus for this subsidiary question shifted to the particular action of teacher selection which allowed the researcher to narrow in to value judgements made by the participants to this particular activity. For the most part, value judgements were expressed in terms of qualities the administrator's felt a candidate *ought to have* , thereby making them a successful candidate. Like the previous subsidiary question, the data were organized within the four categories of Leithwood's (1992) matrix. Any differences in the subcategories found in this

question as compared to the previous question will be addressed at the end of this section.

Basic Human Values

This category contained the same subcategories as found in the first subsidiary question; however, the definitions of certain subcategories had to be refined for a clearer interpretation of the participant's intentions.

Knowledge. This subcategory had several interpretations by the participants. It included the administrator's understanding of their needs and/or wants, the candidate's skill level and, as before, learning from past experiences. Rob addressed his needs from a philosophical, whole school point of view:

> . . . once I established kind of my own, in my own mind what my vision is for a school . . . so once I put my philosophy in place, knowing what the needs are, what kind of support I'd get from parents, and at that time, it was 1980/81, we still believed in student achievement, but it wasn't – the accountability wasn't as big. . . so we were still kind of very, more basic and that's my background too. I believe in . . . you know, I hate to use the word basic but I want to make sure that there's a good grounding.

Sara reflected on what specific qualities she were looking for in candidates before she began selecting teachers:

> I had an idea of what kind of a school, or what I thought the school should be or some of the principles behind what I wanted to have. I wanted to have a school that was rich in literature, that used literature in all its different forms.

Larry noted:

> I wrote down characteristics that I wanted, I had the data provided by the district and the community. . . so I had the generic qualities; someone who had integrity, someone who had honesty. So I sort of had the personal characteristics I was looking for and that was based on again, my own beliefs about what is important in life.

Lynn looked for specific skills:

> I want that person to have the skill to be able to teach. I want that person to have knowledge of the curriculum, knowledge of child development, knowledge of working with parents, and to fit all those things in. I guess I would hope that they would also have a more global knowledge to look at the success of the whole school rather than just what's best for their classroom. That's a hope and an extra.

Larry also had a good understanding of what he needed in terms of skills by seeking a predetermined responses from the candidates:

> . . . what you're looking for is a certain response. So, if I asked them , 'can you tell me how you address special needs students in your classroom', I'm looking for a certain response, I'm looking for certain items that I've got pre-charted in my head. I should mention that with each question I had also in mind what I was looking for and that helps me again to be more efficient in the interview – I know what I'm looking for.

Rob found benefit in learning from the experiences of others:

> I took also a former principal who loved the classroom who was very strong. Someone . . . who had the administrative background. Like some principals are afraid – 'oh, well, if I had another principal, well he knows too much'. I'm not afraid of things like that, I use that as a positive.

Freedom/Flexibility. *Freedom* was not only described in reference to restrictions, formal or informal, but was also in terms of the degree of *flexibility* demonstrated by the candidates, thereby not placing a restriction on the administrator. Sara looked at obligations from the district:

> Some of the new schools had requirements to take some staff from the surrounding school that were affected. I didn't. I was asked to consider them if they applied but I wasn't restricted to or had to take any number, a certain percentage. So that was very nice. I know that some of the schools that opened at the same time, that was a constricting factor for some of the people.

Rob and Larry made use of *freedom* by allowing for flexibility during their interviews with candidates. Rob found that:

> . . . well, sometimes I'm off the cuff too. Many times, if something leads me or all of the sudden there's a red flag or a green flag, something good and I may go that way. But, you do have sort of a basic, but I don't sit down and say 'OK, let's go to this question'. Many times I skip some of these questions.

Larry noted:

> There were some questions that were specific to Div I and questions that were more specific to Div II and also French and music as well, and ECS. So I did have a little bit of variance for each area. . . in Div I, I expected different resources and the whole approach to language arts. So I may have a question specific to language arts and the resources they use in Div I. And I might ask them what they use in Div II and then often we would move into novel studies. So, it's different.

Rob, Lynn and Dan appreciated *flexibility* in applicants which may have resulted in placement restrictions. Rob saw in one candidate:

> . . . that she was flexible. She didn't say, 'well, it's my way and that's it.' She was very open to ideas, I sensed.

Dan added:

> I was looking for people who were willing to give of themselves I guess. People who were not absolutely married to any particular grade level, or particular teaching approach . . . what I was looking for is somebody who was prepared to be flexible.

Lynn echoed this:

> . . . at the time we didn't know how we were going to be organized, so when I did advertise, I didn't advertise by specific grade levels either and still don't. I advertise by division and that way it is interesting the responses you get . . . They were willing to make a change. They were willing to be flexible, change grades or whatever, however the organization went.

Lynn's desire for *flexibility* went beyond preferences of grade levels:

> I also advertised as people willing to integrate children into the classroom. Not that we had many special needs kids at the lower end, but we had academic challenge kids, so people were willing to have integration or inclusion in their classrooms. So those are the kinds of thinks I looked for.

Larry stated:

I was looking for someone who was flexible.

Happiness/Humor. Sense of *humor* was an important factor as was *happiness*. However, *happiness* was seen as an demonstrating a particular attitude toward the role of being a teacher. The most common theme was one of enthusiasm. Rob noted:

> . . . I have a philosophy about . . . what a staff should consist of, what kind of teacher I'm looking for. I'm looking for a teacher who loves what they're doing, is masterful, is a professional, dedicated person . . . the enthusiasm. She knew exactly what she wanted from the kids.

Larry and Lynn looked for enthusiasm right from the initial meeting. Larry stated:

> I was looking for someone who first of all really had an enthusiasm and a love for what they were doing. . . where the person comes in with enthusiasm and how do they display that. I guess through their manners. They come in and it could be initial opening greeting, it could be eye contact, it could be the bounce in their walk, it could be a variety of different things. But when they come in, there's the initial impression of enthusiasm . . . I'd say that was probably one of the biggest aspects that made it a positive interview.

Lynn reflected:

> I think back to many interviews and I think what makes it a positive interview experience. First of all I think people are enthusiastic. They are enthusiastic about teaching, they are enthusiastic about kids, they are enthusiastic about working with parents.

Lynn also described it as an attitude and energy:

> I guess another thing would be the attitude they bring with them. I work best, I guess, with positive energy people. . . I've been on staffs where there's been people who grouse about a lot and that negative energy will bring even the most positive person down.

Sara desired enthusiasm in the applicant's general attitude toward teaching:

> I was looking for people who valued learning, who were learners themselves, who were enthusiastic about what they were doing.

She reflected in one particular candidate, and how this attitude gained her a position in Sara's school:

> . . . she was very nervous, first year teaching, but really enthusiastic, really excited about the possibility of teaching and being able to create a program without the structures of pre-packaged programs. But is was her heart and how she talked about kids that got her the job.

Dan felt that a sense of *humor* was part of the applicant's entire attitude:

> One of the questions I would ask people is 'when was the last time you had a good laugh at school?'. And boy, sometimes we'd get nothing by dead air for about a minute . . . I wanted people with a sense of humor because again, you've either got to laugh or cry in some instances and I'd just as soon have people laughing.

In fact, Dan saw this value as more important than *knowledge*:

> I would ask you to tell me how to teach somebody to have a sense of humor? I don't know how. How do you teach somebody to have a different type of personality? I don't know how. Can I teach somebody else the math curriculum? Yeah, I know how.

Respect. Lynn saw respecting others to mean treating everyone, both successful and unsuccessful candidates, equally:

> What I did do with each one is I did write them a letter and indicated that I had received their name as interested in the position but I was sorry but I could not interview them for this particular position and then after the interview happened, I sent each candidate a letter indicating to them that I was pleased to interview them but could not offer them a position at this time and perhaps if we expanded they might still be interested in coming to the school.

General Moral Values

Unlike the first subsidiary question dealing with everyday activities, participants found several areas where general moral values could be applied to

the process of teacher selection. There was an emphasis on *carefulness* with a cursory mention of *fairness* and *honesty*.

Carefulness. Carefulness was described in terms of the manner and method in which information was gathered. Although this was seen as necessary by all the participants, it was also noted that it was not without its difficulties due to time constraints. Rob began his selection process by gathering information about the new school's demographics to ensure that he had a clear understanding of its needs for staffing:

> The first thing I did. . . was quite a bit of homework about the community. You know, what does the community consist of, what kinds of students will I get, will I have a lot of special needs kids, what kinds of homes are these people coming from. I also looked at, well I have to be honest, income – socio-economics and so forth. It is a high transiency, is it not.

Larry looked at district requirements as well as his own 'wish list':

> It was actually quite a lengthy process and it started with the managerial type things, with the projected numbers and how many classes you're going to need. And when you've looked at the data, what programs the district wanted in the school, what programs the parents wanted or didn't want in the school as well. So you get the information about what the school could be like or should be like or some of the limitations. So from that point, that gave me a sense of the specific areas I needed to hire for. And then after looking at that, I said to myself, and so, how am I going to staff? What am I looking for? And I wrote out a list of all the characteristics that I would be looking for for myself.

Sara found it necessary to establish philosophical foundations before beginning the selection process, because school practices dictated some of the characteristics she felt she would need in candidates:

> . . . with those cornerstones in place, the questioning and the interviewing became a little more formalized to get people who could work within those structures.

Larry, Lynn and Dan all described the importance of carefully gathering information about candidates in the initial stages of the hiring process. Larry began:

> To help me short list, I needed to know a little bit about them first rather than paper screening. We could paper screen somewhat with previous evaluations and that sort of thing, but I asked them to respond to very specific questions . . . like what's your philosophy of education, what challenges would you expect in being in a new school, what strengths do you feel you could bring to a new school? I gave them some hypothetical situations and so it was about a two page questionnaire and was very, very helpful.

Lynn also found benefit in using a questionnaire:

> First of all I sent out a letter to all applicants indicating what the school was and my philosophical beliefs. I attached a questionnaire to it with just five questions . . . In fact, it was a very good screening process. There were applicants who threw the questionnaire away so that was the end of my involvement with them. They thought it was a waste of time to sit down. There were applicants who took my words directly out of my statement and that was interesting. But then there were the applicants who were keenly interested. Who took my philosophy and actually told me how or showed me how they applied it to a classroom situation and for me that was the turning point and that is where I began the screening process.

Dan began his selection by gathering information about candidates on 5x8 index cards, from general facts to responses collected from a questionnaire:

> When those staff indicated an interest in a position, they were the sent a 2 page document that had about 6 questions on it. They were asked to fill out those questions and send it back to personnel. I reviewed those questions and started to narrow the field.

Along with the questionnaire, Larry and Dan chose to use classroom visits to glean insights that may not be apparent from a paper screen. Larry described this:

> I also went out to do an observation in class when I was getting really serious about it because some I just couldn't make a decision and I needed the extra information. I didn't see everyone in a classroom situation, but I did see most of them. It was a very time-consuming process.

He recalled one classroom visit that was particularly memorable:

> I can remember a kindergarten teacher that I hired. It was a wonderland. It was incredible. The relationship between her and her children, she was so comfortable and so relaxed and they loved her. And the environment, it was so appealing. So that was the kind of thing I was looking for – the intangibles. They're intangible in an interview but you can sense them when you're in a class.

Like Larry, Dan found school visits helpful:

> I had a sheet that had some information on it, the types of things that I was looking for so I could just check some of the stuff off. So, I would go out, visit the classroom . . . and that was more information that went down on my 5x8 cards. Then from that, I took all of that information and I sort of got into the guts of what I was looking for.

From this process, Dan noted:

> By the time I had read their file, I'd talked to their principal, I'd visited their classroom, I'd read their response to the questions I had asked, I knew their areas of expertise and a number of other things.

Lynn demonstrated *carefulness* by gathering information from as many sources as possible:

> I have had instances where candidates have been wonderful on paper. They had spoken all the right words but you could tell they didn't believe it. And then you know, in checking with references you knew that they weren't genuine about that. But I guess the interview process is really important because people will inadvertently tell you so by not telling you, or by rolling their eyes. It is important, body language is important.

Lynn also noted that she was limited in the depth of her information gathering due to the constraints of the school opening with relatively little preparation time. This in turn affected the degree of carefulness in the selection process:

> I was on a very short timeline . . . originally, the school was not scheduled to open quickly. It was put on a fast track . . . and it was going to open in September. So at that point, I had all the work to do. I had to interview . . . and because of the compressed time, I did all the interviewing by myself and with personnel helping me

> to screen some of the candidates. I did not have the luxury of having time to get a committee together, however I did have parent input as to the kinds of qualities they would like to see in the teachers in the school.

Sara felt that she had a slight advantage with respect to time constraints and was therefore able to focus her efforts and make more careful decisions:

> . . . one of the differences between what I did and what the other principals happened for them was I was given a leave of absence, so to speak, from March until June . . . so all I was working on for two and a half months was the new school. So that worked out really well.

Fairness. This was viewed as maintaining a constant method of selection to ensure that not only the administrator's felt they were giving equal measure to all candidates, but that the candidates also perceived this treatment. Larry stated:

> So I've got my set of standard questions for everyone so that if ever the process is questioned, they can see that I didn't ask them one thing and someone something else. So you've got that so you can compare and kind of rate.

Rob also had a standard set of interview questions:

> There are some basic question I do ask and I don't know where I got that but there's some basic questions I ask and it kind of covers, it's almost like an 'in' basket type of thing.

Lynn treated her candidates with fairness by allowing for differences of opinion:

> I didn't just check one reference, I checked two just to give people the benefit of the doubt because sometimes you will end up with personality conflicts or things like that so I checked those references.

Honesty. Larry appreciated when candidates demonstrated *honesty* in their responses to interview questions:

> . . . how do they respond to a question where it is open-ended . . . are they honest. Do they tell you, 'you know, that's a really good one, I really don't have a good answer for that' or do they try to BS you. And so you can see through that so you're looking for

> sincerity and honesty . . . where they didn't try to over-sell themselves . . . because that would have worked against them in terms of my evaluation of personal characteristics because I don't want blowhards or I don't feel that's the type of person I want to work here.

Professional Values

This category of values drew the least amount of remarks from the participants. There was only one mention of *general responsibilities as educators* and two statements about *specific role responsibilities.*

General Responsibilities as Educators. As Rob worked through the selection process, he reflected on it's ultimate purpose:

> . . . I think it's the basic plan again, going back to that how can we reach, the skills that have to be taught, how can we master that. I picked the motto for that school – "When love and skill work together, expect a masterpiece". I always believed if I can kind of put my own love, my own caring in there and pick a staff that love what they're doing and have the skills, you're going to have masterpieces.

He also referred to educational responsibilities as expectations:

> Well, there were expectations, I'd call almost principles, that we as teachers must adhere to and achieve or meet expectations . . . I think I expected from myself first and then everybody else.

His final premise on selection was that:

> . . . number one, they had to be good classroom teachers.

Specific Role Responsibilities. Sara and Dan only gave cursory mention of specific administrative duties and, based on the researcher's perception of their body language and tone, it was looked upon as fulfilling obligations and 'jumping hoops', not necessarily something that they would choose to do if given the opportunity. Sara noted:

> Part of the process was dictated by the district, so that there was advertising, asking for applicants, that sort of thing.

Dan shared that he did not have complete control of the hiring process:

> . . . there were some staff that were placed at (-), which is not unusual. The other school that opened the same year also had staff placed at that time by the associate superintendent. And they were staff who did not go through the interview process, they were simply informed that they would be teaching at (-). And so be it.

Social and Political Values

Analysis of this final section of data revealed the need to add three more subcategories - *relating to others, sharing/balance* and *loyalty* - that were not used in the previous subsidiary question. Subcategories that were repeated from before included *participation, commitment* and *communication*. *Support* and *solidarity* were not found in this data.

Participation. Many of the participants saw great benefits in working together. Rob reflected on his own leadership style:

> My leadership style is a laise-faire or, I hate to put a label on it but, democratic. We discuss, yeah, the buck still stops with me, I make the decisions, but we gather information and we'll make hopefully the best choices.

Sara encouraged *participation* from the initial staff meeting:

> I had two meetings with the staff before we opened. The first one we set the philosophy, we set the mission statement and the focus of the school and how we were going to organize and how we were going to work with parents. And then at the next meeting . . we set sort of who was going to look after what part of the curriculum.

Dan modeled *participation* in his leadership:

> . . . I could not do it all. I could not be the leader in everything that was going on. We needed to work together as a team . . . I wanted people who were good team members and to be a good team member, you have to know when to lead but you also have to know when to follow. . . Something I read somewhere that in order

> to be a good leader you must be a good follower. And hopefully, I try and live that.

He explained how he found leaders and followers during interviews:

> I asked questions like 'how many committees have you chaired?' and what I wanted to hear in my own mind was that, yeah, they had chaired a couple of committees . . . I did not really want somebody who chaired every committee that came along because it's too easy to become dependent on that person to do everything. And I didn't want the person to have to chair every committee.

He concluded that:

> I find tremendous benefit where you will get people on staff who will say 'hey, I want to help on that committee'. Key words: 'I want' and 'help'. In other words, I don't want to be the boss but boy, there are some things I want to do for you that would make it successful. And then those things just absolutely fly.

Lynn saw *participation* as necessary, particularly in a new school situation, but also acknowledged that it was a difficult quality to see:

> I looked at their ability or desire to work with other people as a team. We started out very small and we almost lived in each other's back pockets for the first year. And you have to have that sense of fun, a sense of willingness to work together and be supportive of one another. That's a hard one though, how do you tell?

Commitment. Dan was the only participant who mentioned this subcategory. He interpreted it as candidates accepting the challenges of opening a new school:

> I was looking for people who were up for a challenge because opening a new school was going to be a challenge, there's no two ways about that. I wanted people who liked a challenge. I wanted people who were prepared to take a risk when they could manage as many of the variables as possible. I didn't want somebody who would go in and say 'which way is the wind blowing, let's try that today', because as a new school the winds were blowing from every direction. So I needed people who were willing to take a risk but who also had the skills to be able to control a number of the variables, who would approach risks from the basis of is this going to make a difference.

Communication. *Communication* , in this instance, primarily involved the reliance on trusted networks created by the administrators. Within the realm of teacher selection, its biggest benefit was found in the use of references. Larry often looked for specific answers from the references:

> . . . then I phoned principals and asked them, 'so and so is in this position, what can you tell me about them?'. And I had a specific set of questions that I asked them.

Lynn had specific questions for the references:

> I then called principals for references and basically what I asked each principal were two questions: would you hire this person if you were moving to another school? and if you had children, would you have your own children in this person's classroom? But very often using the first two question you get a sense of whether or not another principal is supportive of that individual or not.

Most of Sara's initial staff was built from these networks. She reflected on some of the initial teaching staff she selected:

> He indicated interest by putting in his application, but I think he and I had been talking prior to that . . . he had said that he would be interested in coming and I said 'well, if you're interested in coming then I won't even basically interview you' because I knew (him) and I knew his work and had worked with him in sort of inservice capacities before . . . And then the rest of the staff I think basically, it was people who called in, either principals or people themselves or people that I knew and I said 'would you be interested in coming'. Everybody on staff had some sort of connection with me at some time.

Rob valued other administrators' views as well as those of parents:

> . . . I phoned the principal, who always hates to lose people like that when he says she can walk on water, or parents think she can. That also tells me a lot, if parents accept what she's doing. She was a very strong individual, sometimes that can turn off parents . . . and that's why I'm phoning – how do parents react. And this person said that people believe she can walk on water and he gave her a very high recommendation.

Rob concluded that:

> I know to trust some of the principals, some I wouldn't when I phoned. So, you know, I've been around so I knew how to ask and who to believe. And usually the best recommendation came from other colleagues who worked with these people.

Relating to Others. The participants' interpretations of this new subcategory ranged from candidate's relationships with students, their relationships with the administrator interviewing them and their relationships with colleagues. Larry explained his purpose for classroom observations:

> What I was going out to see was the relationship between the students and the teacher because that's something that you can't disguise. You can prep your kids and you can play the game but you can tell and an observer can tell if they've been prepped or not. And so I felt one of the characteristics was someone who could establish a good rapport with children was very high on my list of priorities because once you've got that, you can do anything you want.

Dan noted that the most influential factor in the interview was how he and the candidate related to each other:

> I guess to see how we got along – Factor X. How did we get along.

Larry and Rob used similar analogies when describing the importance of candidates relating with each other. Both men received advice from colleagues and took the advice to heart. Larry recalled:

> And so I was also advised by someone who opened a new school who said don't get too many chiefs and not enough Indians. He said you'll want a good balance, you'll want the troopers, you'll want the people who'll work in the trenches. You won't want all leaders because if that happens, you're going to have personality clashes.

Rob was warned of 'chiefs' with aspirations:

> . . . I talked to principals who opened schools before and asked what would you do differently. . . And one lesson that came through very clearly – don't pick all chiefs. Like not everyone that wants to become principal in a couple of years. So I wanted to make sure I had a balance.

Sara looked for candidates who were able to relate to everyone in the school:

> I wanted to have a school where people collaboratively worked together, where it didn't matter if you were teaching kindergarten or 6, that the kids knew everybody and everybody knew the kids. So having some of those things in my head, I hired people who I felt would contribute to that.

Sharing/Balance. This was another new subcategory added to Social and Political values. Many of the participants felt that within all the candidates, there needed to be a *balance* and a *sharing* of the attributes they could bring to the school. Lynn looked for a *balance* in the knowledge base of her candidates:

> I think when you're looking at putting a staff together, you certainly don't want clones; however, I would look basically for the same knowledge, skills and attitudes in each person. But their skill may not be the same kind of skill that the next person has but it will add to the, I guess, to the whole atmosphere of the school. In terms of their knowledge, I certainly don't look at a grade one teacher as having the same knowledge base as a grade 6 person. And again, that ties into their knowledge of child development and how children grow and learn.

Larry desired a mix in subject area strengths:

> And then you're looking for the skills components; knowledge of curriculum, instructional strategies and that sort of thing. But then I'm looking for the pieces. I wanted someone, for example, who could lead us in the area of technology, I wanted someone who had strength in science, I wanted someone who had strength in language arts, I wanted someone who could help us in the area of social, possibly. I wanted someone who had some behavioral management background.

He continued:

> . . . and then I looked at what people could bring to make a total staff, a well balanced staff . . . And I was also at that point trying to determine what the large puzzle might look like and see what pieces I could bring in to form the large puzzle

Rob echoed this:

> So once the advertisements went out I looked at who can give me some leadership maybe in the science area, who can give me some leadership in . . . you know all teachers in elementary should be

> strong language arts, but maybe someone who has a very high interest in cooperative planning which was just talked about at that time, ones that have done a lot of workshops in a lot of different areas, seminars or whatever. So I made sure I had a balance in science, social studies, phys ed.

Dan also mentioned particular subject area strengths:

> . . . what I did want was a group of people who had complimentary areas of interest and expertise. . . so for example (the music teacher), her area of expertise was music and she wanted to do things in this particular way and that was a way that I thought made sense also. So the curricular expertise, the balance, the complimentary was there.

Sara and Rob appreciated candidates who had experiences outside of the educational realm. Sara recalled one particular candidate:

> . . . probably the other thing that struck me in that was the ways that she was drawing from her past life as a manager in the arts and how to draw on things that she learned as a stage manager and bringing that into the classroom. And it was important to me that people be allowed to bring their lives and their past lives into the work that we were doing with kids, so that it meant that everybody might be different but there were still those threads that we established in that first year that would carry us through.

Rob noted:

> I needed a number of good classroom teachers, but if they had this extra. Somebody who had an outdoor interest, then I would take the outdoor person because I don't have anybody in outdoor.

Sara also encouraged a sharing of philosophies:

> And I didn't necessarily look for people with identical philosophies, but complimentary philosophies. Not ever believing for an instant that my belief or what I envision was the only way or the right way, but felt that there needed to be a complimentary layering within what it was we wanted to do.

Loyalty. Lynn was the only participant who referred to *loyalty* , only to find it to be a complication:

> Another element that figured into the whole picture was that I came from a school where the teachers did like and respect me and I knew for a fact that the majority of them would apply for the new

> school position as well. And I had some very critical self-appraisals to do about how I would handle that and then I had to rely on other colleagues who opened new schools and how did they approach that. In fact, when it came down to applicants, they did apply and what I did was I sat down with them and I said "... You know, there's nothing personal about that but for me to take five people and move them to a new situation, we will never create a new environment"... So that was interesting for me to learn.

Summary

The identification of subcategories used in the selection process found some interesting differences from those used in daily activities. These differences are addressed in the next chapter. In comparing the values identified in daily activities to those in teacher selection, participants identified the same subcategories in Basic Human and General Moral values. However, subcategories were omitted from Professional and Social/Political values and three were added to Social/Political values (see Table 4).

Table 4 – Subcategories Identified in Teacher Selection

Values	Subcategories
Basic Human	knowledge, freedom/flexibility, happiness/humor, respect
General Moral	carefulness, fairness, honesty
Professional	general responsibilities as educators, specific role responsibilities
Social and Political	participation, commitment, communication, relating to others, sharing/balance, loyalty

Subsidiary Question #3

Introduction

What value judgments do administrators feel are appropriate to use during the selection process? The purpose here was to have the participants become more aware of the influence value judgements may have on the selection process. This allowed the participants an opportunity to reflect on what the more effective value judgments might be in this decision-making activity. The data were organized according to the subcategories of values determined in the second subsidiary question.

Basic Human Values

Knowledge. Sara felt that is was necessary for candidates to be well versed in their field by remembering the teacher she chose for a Behavior Disorder room:

> She had such a black and white idea of how to help kids who were out of control. She knew what, she had the Special Ed. background that said before kids paint they need to know how to hold the brush, how to mix the paint, to identify the colors. And she had such a way of explaining how she would work with kids who were out of control behaviorally.

Rob defined *knowledge* in terms of professionalism:

> Well, certainly teachers must have the learning theories, development of children that knowledge. I have that under professionalism . . . to me professionalism is the whole encompassing – broad base of knowledge of curriculum and how students learn.

Rob and Lynn saw a need to keep their own *knowledge* current. Rob admitted:

> I sometimes feel that that's the only thing that happens – the older you get, the less knowledge you think you have and yet you've collected all these experiences. So I hope I have knowledge.

Lynn noted:

> Knowledge is a big one. We all have to know what we're doing and where we're going. Certainly the professionalism, not only in terms of doing our job but the professionalism in terms of keeping up with what is happening in education; changes in curriculum, changes in child development, reading current literature as much as possible. It's hard when you're doing report cards and making lesson plans but I think you should keep current.

Lynn also made the observation that keeping current may be as simple as recognizing a shift in terminology:

> I also expected that teachers would know the Alberta curriculum, they would teach using the mandated resources, use the supplementary resources, tests appropriately. Now the language that we use, it's called curriculum alignment so when you're asking questions, you're asking them using different language. In a lot of ways though, expecting the same response.

Freedom/Flexibility. Sara appreciated programming *flexibility* in candidates:

> I do look for someone who isn't so tied into what they used to do that they can't do anything else. Particularly things like basal readers or spelling programs or a segregated program that makes me think that they're counting minutes. I worry about somebody who knows exactly how many health minutes there are.

She also mentioned philosophical *flexibility*:

> I think the one thing I was looking for was the way in which people talked about kids and the way in which they saw their relationship with kids unfolding. I looked for . . . I guess how many preconceived notions they had about learning and whether that was going to fit with what we had started already by that time to develop.

Dan found benefit in having *freedom* during an interview:

> . . . at one time I thought that you really needed to follow the flow and I still think you do. I think if I were interviewing you and I'd

> ask you some questions, depending on what you told me I'd probably ask some other questions.

Happiness/Humor. Enthusiasm was again a common theme. Sara noted:

> I do look for, do they love children, do they like what they're doing.

She refined her explanation:

> The one I would add is passion. That would be important to me. I think it is related to happiness and makes us who we are but we need to create ways in which passion can be part of what we do.

Rob stated:

> I was looking for people that had a lot of drive. You always do that at a new school. There's a lot of excitement.

Rob also focused on *humor* during the interview:

> To me a sense of humor is so important and again, in interviewing other people, you lose your sense of humor because it's very serious but I feel it's important. So if I sense this person is very uptight, yeah interviews sometimes make people uptight, but they don't feel confident about what they're saying.

Respect. *Respect* for others dealt mostly with the administrator's respecting the rights of the candidates. Lynn, however, saw *respect* as affecting everyone:

> I would hope that I'm respectful of others, the teachers in their classrooms, let them do their job within their parameters, within the parameters of the curriculum and choosing their own resources. I would expect that they have the same respect for me doing my job. Respect for the parents and the students.

Dan made reference to the Freedom of Information and Protection of Privacy Act:

> . . . there's obviously a lot of questions that in many cases you have no business asking anyway and in the end I don't think they have a tremendous impact. . . it's a protection of privacy thing. Depending on their age, you start making assumptions if they've got youngsters at home possibly, are you married, do you have young kids, who provides a lot of the extra things, do you drive

> your kids to sports, are your kids involved in sports. You can't ask any of those questions.

Lynn also found privacy to be an issue:

> I think some of the personal things that people share with you . . . I always ask people to tell me about themselves and usually you get a lot of personal things that they are willing to share with you. Sometimes it's beneficial and sometimes not.

Larry saw *respect* as how the candidate was treated during the interview:

> Well, the panel can be intimidating. What I try to do with the people when they come in is try to have them relax. And so what would be less ideal is if you've created a situation where people can't relax and be themselves because then you're not getting the best from them. . . But I guess if it looked highly formal and official, that would scare people off. I tend to not set myself up so that it looks like an uncomfortable situation and I mean even physically. So I think of the way I position myself in a room.

Respect was interpreted differently by Sara. Her curiosity about why candidates applied to her school was associated with the respect she had earned as an administrator:

> . . . at this point I have a certain story in the district, and if people are coming because I'm the principal, that's different than if it just happened to be the only job advertised or it's close to home or some of those other reasons for why they want to be here.

General Moral Values

Carefulness. Dan made careful preparations prior to and during interviews:

> I think well before that and what I need to do is take a look at the position I'm interviewing for. I need to know clearly in my mind what am I looking for; the challenge, the risk-taker, the problem-solver, the team player, the curricular expert. I need to construct some questions that are going to give me information in each of those areas. And in the course of an interview I need to make sure those questions get asked. So I do think that you have to bring a real structure to it. I think that you also have to be attuned to the

> answers that a person gives you and follow them sometimes or do some follow-up and pursue that.

Larry found candidates portfolios to be helpful in reinforcing what he had already learned about them:

> . . . someone that brought a portfolio, it reinforced what I thought about them . . the kindergarten teacher, I had gone to her class, but I saw more pictures of the activities that were done and that sort of thing. And the portfolio was beautifully put together and that's something. It was well organized and well presented.

He did admit, however, that a portfolio was not the deciding factor to a candidate's success:

> . . . even if they hadn't presented the portfolio, it wouldn't have turned it for me one way or the other but it reinforced what I felt about them, the sense that I had about them.

Rob continually reflected on his thoroughness:

> I always ask myself is there something else I could have done. But it doesn't mean I spend hundreds of hours on it. It depends where I am at the state of hiring, if I do have the time and it's a need. . . Yeah, I keep asking myself or reminding myself, do I have all the information, do I have the correct information.

Fairness. Sara felt *fairness* could be achieved by giving candidates the benefit of the doubt:

> I'm not too worried about if even they've had a difficult time in another setting, another school because sometimes we all go through hard times. And I'm not so worried unless it's consistently from setting to setting to setting and if they're unwilling to talk about it.

Rob interpreted *fairness* in terms of giving more time and energy to certain positions:

> I shouldn't belittle this, but say I'm hiring for 2/10ths or helping out for part time, well I wouldn't spend that much time as let's say a full time position or a very critical position I need to fill.

Lynn and Rob associated *fairness* with forms of discrimination. Lynn looked at gender:

> . . . I certainly didn't look at male/female. That's one of the things that apparently had happened here in the past and when I came, a teacher said to me 'are you going to hire males?'. I said 'no, I'm looking for the best teacher'. So gender didn't play a factor in it.

Rob noted age:

> Age, again we say no, but I think we're influenced by that. I've got to be honest. If it's someone . . . unless I had to hire someone who's 3 years from retirement and someone who's 15, well yeah, I might be influenced. But if it's 8 or 10, then age wouldn't matter.

Rob also referred to religion:

> I guess I would be influenced but yet maybe not. Like in this community, I would like to have a Muslim teacher because I don't have any here. So, I would be influenced by that.

Dan not only wanted to treat the candidates fairly, but also have them feel that they had been treated fairly:

> Initially when I got started as a principal, my interviews were very loosely structured, were very much conversations and I began to realize that I was missing big chunks of information that would come to light when either the person was on staff or I came to meet them at an inservice and they weren't the person I had selected. . . And in most cases I think they felt they were treated fairly. I know in some cases they didn't. And so it's sort of like Ceasar's wife; not only must the interview be fair, it must appear fair to the people involved. And so one of the things you'll find is the sort of rambling conversation type interview, people don't see that as really highly structured and their perception of it is that the whole thing becomes very subjective.

Honesty. Lynn admitted that *honesty* isn't universal and you can be fooled by candidates:

> The person talked about a variety of assessment kinds of things, they talked about the kinds of commitment they had to teaching, they talked about the kinds of commitment they had towards working with parents. Working with parents – to a limited extent. Commitment to teaching – I'm not sure, it was good, solid but not great. In terms of assessment – it was the Schonell spelling test and

> that was hard to change to make them use other assessment instruments. And that was very discouraging.

Larry made a similar comment:

> Well, you know in the interview anybody can say anything and it's hard to decide whether they're giving you the goods or not. But by the time they get to this point, I had very accomplished people because I'd gone through files, I'd contacted principals, I'd looked at performance evaluations, so generally they had the goods.

Rob determined *honesty* in candidates based on their mannerisms:

> Well, when you ask a question like what kind of child would you rather teach or let's say you ask them about classroom management and they, you know, they're picking their words like you obviously want to hear.

Sara was very straight-forward:

> People who don't talk any substance I would avoid.

Professional Values

General Responsibilities as Educators. Sara wanted candidates with a strong sense of purpose:

> I listened for people who talk about kids, I listened for people who talk about their programming relationships to kids, I listened for . . . I really think that other people on staff can teach about curriculum or programs or even some levels of discipline to a certain extent but . . . I can't teach them to love children. I can't teach them to be learners themselves and so those are probably the two most important things that I want; someone who is interested as a learner themselves, a researcher, and someone who can talk about their working relationship and kid's working relationships to their own learning.

Rob focused on his responsibilities to students :

> . . . I keep reminding myself what my job is and I am number one responsible to students, not to teachers or even the board but to students.

He again referred to a business model:

> . . . I always feel, you know, what our role is. As much as we don't want to take that business model that the students are our customers, I would say that.

Specific Role Responsibilities. Sara saw her role with respect to the district. When student projections didn't work out, Sara was bound by her responsibilities as dictated by the district:

> . . . she was hired for the BD class and then the BD class that year never materialized because of district procedures and district stuff that got in the way. That we didn't have the enrollment that we needed. But the district also says that once you've hired someone, even if you don't have the program, they're yours. So we were expanding and once I hired her, even though the BD program never materialized in the fall, she ended up in a regular classroom. But had I been hiring for the regular program, she is not someone I would have ever hired.

Rob acknowledged those instances when his perceived role as an administrator conflicted with his duties to the district. He referred to his role in the school setting:

> I have to define what my role is as a principal and what influence I have and what I can do and what I cannot do. . . again, what my role is in the school setting rather than in the district.

Social and Political Values

Participation. Rob reflected on his administrative style:

> I believe in participatory kind of leadership.

Sara defined *participation* as a means of helping others to learn:

> . . . that's how you learn, particularly as adults and that's not saying that participation is the same as involvement in schools.

Lynn, on the other hand, did see it as involvement in school decisions. She made a caution about who to include in an interview:

> I tend to get the feedback from parents about the kinds of qualities they'd like to see in a teacher rather than having them sitting on a

committee, but I have had them do that. Very often they don't know the intricacies of education . . . I would rather have teachers at the grade level on the panel. They're the people that are going to have to work with each other.

Commitment. Rob was the only participant who mentioned this:

Commitment, yes. We cannot do a job unless we are committed to what we are doing and we feel that we're doing the right thing.

Communication. The major emphasis was that of *trusted* networks. Lynn found that:

. . . people who knew people will always tell you. I know I have positions now, principals will phone, teachers will phone, friends will phone and say I know so and so, give them a look or they need a job.

In fact, Lynn made some selections prior to meeting the candidates:

There were people I have never known or seen that I've hired. There were some I knew up through other people and then the one staff member I had worked with.

Rob also used networks:

See, this is how I hired (a), through (b) because I trusted (b), he was very good. He said 'I know another person'.

Larry made the comment:

I always phone at minimum the current principal and people they have talked about as references, especially if I know them and then I really try to listen to what they're saying.

Sara was cautious with the influence she placed on these networks:

. . . more times than not I've probably used that to the advantage of schools. However, if a principal whom either I don't know or one whom I don't agree with philosophically were to phone me and give me a reference, I probably – well, I wouldn't put much credence in it. Not that I would – I would probably just discount it. I'll just make my own judgement. But if somebody I know phones, or if there is someone in the person's references or they talk about someone who I know, then I'll phone them and I would try to get their opinion. It doesn't always work. You know, you do get well, not stung but you do get sometimes into positions where it doesn't work.

Sara recalled one such instance:

> Well, he said sort of philosophically that he though (-) would align herself with me . . . but had he, who is someone I really respect, not said that, I probably wouldn't have hired (-) because something was a little off. But I listened to him.

However, when asked if she still put weight on the opinions of people she trusts, her answer was an unhesitant:

> Yep, absolutely.

Relating to Others. Sara and Dan both appreciated teamwork. Sara noted:

> . . . I think what I had in mind were people who would work well together and again, not necessarily identical, but who would work well together. So I didn't want all leaders, I didn't want all followers, I didn't want all stars. I wanted people who could blend and work well together and that was always in the back of my mind.

Dan found that relationships were necessary for effective participation:

> I was looking for people who could work together; people who were prepared to work hard and long. We were going to have to establish everything from mottoes and logos to discipline policies too.

Lynn talked about her relationship with the candidate:

> But I think one of the things that happens in an interview too, as a principal I look at the comfort level I feel in talking to that person. Like how comfortable would I be talking to this person . . . I like openness; whether it's good, bad or ugly, I want to hear about it so I can deal with it. Would they approach me? Would I be comfortable talking to them in any situation?

Larry saw a link between a candidates' relationship with him and their relationship with others:

> There's so much to be said for presentation, how they present themselves. Because I often think, my first impression of you and my comfort level with you, I could draw a parallel with how comfortable kids would be with you and how comfortable parents

would be with you. And so that comes through how they present themselves.

Sharing/Balance. In terms of *sharing* , Rob stated:

> I was looking for people that are give, give, give, rather than me and don't you share my idea because I thought of it. That's not the kind of person I was looking for.

Sara connected *sharing* to *participation*:

> . . . there has to be a certain amount of knowledge, skill and attitude that fit to help create a collective whole and that would have to go with participation.

She also linked it to *respect* and *happiness*:

> Through respect I value the contributions of others and that part of my role is to share which helps others. I don't think you can value other contributions unless you're happy with who you are. Part of what we do as principals is help people with this.

Many of the participants wanted a *balance* of personalities in their staff. Sara stated:

> . . . I wasn't looking for identical people. I was looking for some similarities and I was looking for some complimentary things.

Dan made the comment:

> I was looking for pretty much an eclectic crew.

Rob looked for candidates who had a *balance* in their life outside of school:

> And also if they have balance in their life too. Someone who just lives school is not necessarily the best teacher. That's important. . . I had people – one played in the symphony, one was a musician. So you look at those kinds of things too because it really breaks the staff up. I remember hiring (-). He was a choreographer and dancer.

The issue of gender balance was mentioned by Larry, Sara, and Rob. Larry noted:

> It was a consideration because I would have liked to have had a balance of male/female, but in my own mind, I decided I'm still going to take the best teacher. And what ended up happening was

> that men tended to apply for the upper elementary anyway and so some of the top candidates ended up to be men. But I decided that wasn't as important as having a good teacher in front of kids.

Sara concurred:

> . . . although it's always nice when you're looking at a staff to have some compliment of male teachers at the elementary level, it really didn't matter to me.

Rob, however, did admit to specifically moving toward males. In remembering the school he opened:

> I did the male stuff. We took half on half almost . . . Sloppy school because the men never kept it clean and the hallways were never decorated but . . . it was probably the best for kids.

He makes the same conscious decision in his current school:

> . . . that certainly wouldn't make any difference but unless I had no males. Like now, only one male and the principal is going to be male here. I wish we could get another male. So it would be equal, I'd be taking a male right now. If the females would be a little bit of a better teacher, we may still be going with the male because we need a male here. But he's got to be a good teacher too.

Loyalty. Sara was the only participant who made mention of *loyalty*; however, she gave it dimensions:

> And there has to be loyalty, but loyalty to what. Not always . . . do you want loyalty to the district or if you're looking at taking risks, do you want loyalty to whole language if something else will work better for your child. So it depends to what level and to what. If it was loyalty to creating a learning environment that was the very best that it could be for children, that might be . . . so I would be cautious on that.

Solidarity. This was an anomaly because the previous subsidiary question found that *solidarity* was not mentioned by the participants. Sara, however, did make reference to it in this data:

> I would avoid someone who's practice reflects a very different kind of philosophy to teaching than mine . . . I would avoid that knowing that I would drive that person absolutely insane and they would drive me insane.

Summary

Social and Political values were found to have the greatest amount responses by the participants, most of which centered around the subcategories of *communication* and *sharing/balance*. Basic Human values and General Moral values were next with a relatively equal number of responses and Professional values were mentioned the least by the participants. By establishing the frequency with which each value was referred to, the researcher was able to determine a rough ranking of those values which the participants found most appropriate to use during the selection process. The results are provided in the next chapter. It should be noted that the participants found many of the subcategories to be equally valuable and had some difficulty prioritizing each value. As Lynn observed:

> I think all of these are so interrelated. If you don't have a whole bunch of these attributes, you'd be lost. I don't see any one more important or less important that the other.

Subsidiary Question #4

Introduction

What role do the administrator's values play in the selection process? The purpose of this final question was to refine the information found in the third subsidiary question, thereby allowing the participants to recognize the areas where their value judgments were used in the selection process. As before,

the data were organized according to the subcategories of values determined in the second subsidiary question. The information for this question was divided into two subsections: the first dealt with the data gathered from the interviews and the second outlined the data found in documents provided by the participants.

Subsection A:

Basic Human Values

Knowledge. Dan felt that even though it was important to be flexible in the interview, there was still particular information that had to be drawn from the candidate:

> . . . listing the requirements of the position and taking a look at each of those requirements and then basically formulating the questions for them . And that is not to say that somebody is going to answer a question and I am going to follow their lead and try and get more information in a particular area. You have to look for the 'a ha' moment that are in many cases very revealing and you have to follow those. But I think you still have to keep coming back and making sure that you asked questions or some how got the information in all those areas that you need to.

Rob expressed the need for principals to seek new, perhaps better methods of selecting teachers:

> We're all lifelong learners and I hope we do. I don't think you ever have anything perfect as a manager or as teachers. We always want to find out is there a better way. So I'd ask colleagues or all of the sudden I'd find out well, that question didn't give me much information anyway.

He continued:

> I always look for a better way. Even like who I should include in the interview. Should it be just myself, one of the staff members. How about rating? Is there a rating scale that might be different and I would use? Or the files, looking at how to even take notes from files I've learned. Some people have a method and if they're willing to share it, I'd try it. So, that's an ongoing process and

> hopefully you keep improving and changing. I don't think there's a perfect way.

Sara looked for a candidate's willingness to grow and gain *knowledge*:

> Probably it's got to be the willingness to learn from children, to have children as part of their reason for being a teacher. The willingness to be a learner and a risk-taker.

Freedom/Flexibility. Dan's desire for *flexibility* in the interview became apparent when he described how he worked with a panel:

> I never took it to the point where it was so formalized that we'd write out the question word for word and say 'OK, you ask number one, when she's finished asking number one, you ask number two.' . . . I would never get that formal because I thought you needed a bit more flexibility. But what I did find was that there developed a flow.

Larry found benefit in being open-minded towards the candidates:

> . . . be open to changing your mind. In other words, sometimes you can have preconceived notions on the basis of the paper but then someone could blow you away at the interview or really disappoint at the interview. But it still helps to make your decision.

Happiness/Humor. With respect to *happiness* , Dan acknowledged:

> I am looking for somebody that I guess is satisfied with some big portions of their life because if they are not, the biggest problem that they are going to run into is that it is going to have an impact on the classroom. It is simple. We have only got so much whatever – endurance, strength, patience to go around and I guess I am looking for people who are happy with their lot in life.

Larry made the comment:

> I like happy people. I think happy people perform a better job.

Rob encouraged fun at his schools:

> My staff rooms are full of laughter and that's the way it should be.

Respect. Lynn had a strong sense of *respect* for the candidates. When faced with the question of what she would do if none of the candidates were suitable, her response was:

> I would hire any one of the five candidates interviewed. I have made that up in my mind. If I am not willing to hire, I don't think people should be put through the farce. It is a waste of time.

She also referred to interview panels:

> First of all, I never want to overwhelm a candidate by having six people there. I think three or four is maximum.

And finally, Lynn was very conscious of how she treated the candidates after the selection process was complete. Every candidate was sent a letter:

> . . . with a letter, whether people are selected or not . . I think probably even though they may feel rejected or they didn't get the job, at least they felt that someone acknowledged that they applied for it. And I think it's a common courtesy. I would like to know if they got my name, was I considered, etc.

General Moral Values

Carefulness. Participants mentioned the need for the process of teacher selection to be an extremely careful one. Sara found that time and personal contact were essential factors:

> Well, it if was ideal, I would love to have the time to know who they were as people. I would like to see something that represents who they are, that represents their practice, where they can talk to me about why they do what they do, not this is what I do, but this is why I do it. I don't think I could ever do it over the phone. I need to read people, I need to see them, I need to be able to gage, because anybody can say anything and I need to be able to gage. And I don't always gage right, but I need to be able to gage by seeing them.

Larry also found time to be key to the process:

> . . . take the time to really develop a comprehensive process and that means think about what you're looking for and write it down. If you're going to ask questions, have the answers that you're looking for written down as well. Because it makes it a lot easier when you're trying to sort out, should I take this one or should I take this one, you go back and you have a reference point. You can say, 'OK, here's what I was looking for coming in, how close did

> this one come to meeting the characteristics I was looking for or providing the answers that I was looking for'.

Dan, like Larry, was thorough in his information gathering:

> I think there are two approaches to interviews. One is sort of scatological approach and one is a somewhat organized and I think you do have to come at it organized. I think you have to take a look at what you are looking for in that position. I had an idea of what I was looking for in staffing. Then when I started putting together my interview questions and the questions that I had staff write about, I wanted to make sure that I asked those questions. I wanted to make sure I asked all of the questions I needed information about.

Rob continually questioned his process and decisions:

> If you are committed to hiring the best person to fit into this puzzle that you're trying to build, this team, then I do ask myself do I have all the information. And again I go back to I guess, it doesn't have to be written, it doesn't have to be physical evidence. Sometimes hearing colleagues talking about that person. I tend to also ask myself, maybe this was not a good interview for them today so I've got to collect more information.

Lynn found that in being careful, she was able to catch potential problems:

> I know one instance I interviewed and this person was magical but when I checked two references from principals I saw stuff I didn't like. By that time we had scheduled the interview and in fact one of the panels had put this person first. The other panel members hadn't and so they were discussing it and I just said, 'I am going to put the clamp on it now because I have FBI sources and I don't want the person here'.

Dan also mentioned a moral obligation to being careful in the selection process:

> When you advertise a position, in the end morally, ethically and legally you have to either select one of the applicants or you have to make a case why none of the applicants meet your minimum standard. And that's why before you go into the interview, before you go out for the observation, before you talk to the principal, before you read the file, you have to take a look at the position that you're hiring for and you have to decide what you are looking for. And you have to specify it and from that, if they're all ones (out of 10), I think you can make a case because you also have to make it legally and be able to say to personnel, 'look, here's my whole process and here's all the information, and here's why I think applicant number 1 is not suitable for our school'.

Fairness. *Fairness* was interpreted in two ways. First, Dan wanted candidates who would be fair to the students:

> A sense of fairness not only for themselves but for their students. I want a teacher who will listen to a student who is puzzled why something has happened. But the same token, you know I want them to be fair too because if they run into the same problem with that student in being fair to the other students, they probably have to deal with that student somewhat differently than the first time they did.

The second interpretation was treating the candidates fairly. Lynn gave the example:

> Some principals visit teachers in their classroom and I have done that and sometimes it is good and sometimes I find out that you do have to make an appointment to come and visit the teacher and they spend five hours the night before getting their classroom ready because a principal was coming to visit them. I think that is unfair to the teacher.

Honesty. Lynn used *honesty* when dealing with a panel of interviewers:

> . . . I ask the panel to rank the three candidates individually. I ask them for their ranking and then I ask them if they have any questions or what they think or what made them go towards that candidate. If there is absolutely something glaring, I will be forthright with them and tell them that I don't feel that is going to work.

Larry was also honest towards the candidates:

> One of the ones that was assigned was willing to work and again it's going back to honesty when, the first meeting I said welcome to our school and I want to be honest with you here, here are some of the things that have occurred in the past, there are some things that need to be worked on. I want you to know that I'm very willing to work on them with you and we'll work on this together. And you can tell from their response whether or not there's going to be some willingness.

Professional Values

Most of the data in this section focused around discussions about what the participants would do if they were limited in their choice of candidates.

General Responsibilities as an Educator. Lynn's response dealt with her *general responsibilities as an educator*:

> . . . what I looked for even when I was hiring in the new school, was the ability to teach kids to read and write and for me there was a real focus on the division one . . . I think there is time and especially now with the economics and the funding of education where you really have to put a priority on what you are doing so for me that is really important. The reading and writing and the ability to reach young kids in doing that. The ability to take some kids at risk and make them or try to make them feel successful at the school. Those are important to me.

Specific Role Responsibilities. Larry and Sara adjusted their actions by deferring to district policy. As Larry stated:

> Well, in a certain way, your actions are controlled by the policy of the district because if you've got people who are applying and you have limited selection, then you pretty well have to go with those that you have there. You can try and you could go back to the personnel consultant and you can say, 'I don't have what I need here' and they can say, 'well, you can re-advertise'. And so you could re-advertise. But I guess when I've been in that situation in other schools which were less desirable to work at, you come to the realization that you're going to make the best of the situation that you can. And really, in my experience, there aren't too many people that aren't good teachers. You've got your range . . . but if they don't have everything you wanted, but then who does, you learn to live with it.

Sara found:

> . . . there were several times in the history of (the school) where I needed to interview people because I was told to interview people for positions and the person ended up turning down the job.

In these instances, Larry chose to look at a bigger picture:

> Well, I can talk hypothetically and realistically because sometimes I've been assigned people and you fight like hell and you say, 'no, this person just isn't going to work' and then you get over-ruled

> when they had associate superintendents you didn't have a choice. They said these people are assigned. So, what drives me all the time is that you try to do what's best for the kids at your school. you also come to the realization that you're part of a larger district and sometimes you don't get what you want.

Consequences for Clients. This was another anomaly in the data. Both Sara and Dan made references to how a limited choice of candidates might affect the students and staff at their schools. Dan noted:

> The question that I have to take a look at, for example, is this weakness so weak that no I would not want that person on my staff. Is their planning so shoddy that it will impact on their whole teaching to the point that they will not get through the whole curriculum in a year. Simply on the basis of not being able to work with the kids or 21 other factors and interactions and so on, but simply because their poor planning is not going to allow them to cover the curriculum and if that's the case, no that person isn't appropriate. Is that person such a social isolate that within a team and for me it's team, its' going to really have a detrimental effect on that team and so in that case the answer is no to that person.

Sara had a similar thought:

> And being able to judge, like the jigsaw puzzle game, getting the right people in the right place. Sometimes though, that's hard on staff because if you're doing that you also have other people who have to pick up the pieces. And whether or not you have the time in terms of the year that might take to help that person or whether you have the support. That there are certain schools and certain principals who can work more easily with people who are having some difficulty than others. And it's really hard.

She had a unique solution:

> I think that if I really didn't have anybody who would fit or someone who I thought wasn't going to be able to do the job, I would re-organize the school so that I would . . . so that there was no longer a position available or the need was different.

Social and Political Values

Participation. This subcategory dealt specifically with the idea of having others participate in the selection process, particularly the practice of panel interviews. Dan saw *participation* as beginning prior to the interviews:

> I certainly came to use group interviews, certainly had involved parents. What I would do before the interview, I would ask everybody to get together, and I'm talking like a day or two before the interviews, get together, and look at what position are we recruiting for, what is important within that position, what do you as a parent think is important for this person, what do you as a teacher think is important for this person to have? Here's what I think is important, here's what I think we need to have for additional expertise or whatever. We'd sit down and we'd talk about those areas, make sure we understood what they were and we'd talk about different questions.

Larry found he was able to gain insights from the panel:

> I've done panel interviews and I feel that ideally, that's a better way to do it because there were things that came out from some of the contributors on the interview panel that I'd never though of. And I'm thinking of when we were hiring, I had a parent help me hire for a kindergarten position and a staff member and myself. There was a panel of three. I'd asked them to present to me some of the questions they'd like to have as part of the interview and some of them I hadn't thought of and that was useful.

Dan changed the roles in the interview panel:

> Sometimes I would ask my principal designate, for example. I would say to her, 'why don't you take the lead role. I want you to go out, greet the person, ask them the first couple of questions. I will then leap in . . . So there were different ways to go about it.

Rob described how he used his panel:

> . . . I had those key people. I did involve, I think, 2 of them and rotated them. I don't like to have more that 3 people and 2 is probably what I like the best . . . if it came down to 2 people, then you may want to bring someone else in and say, 'these are so close, what do you think'.

Larry and Sara both cautioned that panels, although helpful, can skew their own thoughts. Sara noted:

> I really wouldn't interview alone unless time was so tight or unless it was in a temporary type of position. Probably for two reasons; one being that it's important there be a continued sense of community which means there is more than one person orchestrating. The other reason is that not always are the instincts right and another perspective needs to be pulled in, more knowledge to be able to talk about, 'well, what did you think?' But the trick to that is having people where you trust their instincts. So putting together the interview committee is probably just as important as choosing staff.

Larry made the point:

> Sometimes the panel has clouded my judgement so I thought this was the person that I thought would really do the job, you get input from the others and it somewhat changes your perception. You want to have them feel that their input is important but I've said always that you're here for input, but I'm making the decision. There was one hiring that I can think of where my intuition and my gut said I want this one but we de-briefed and shared all our thought after we had rated and I went with what the other had selected and it didn't work out as well as I'd hoped.

Lynn, like Larry, put strong weight on the opinions of her panel:

> I make a rule if I am going to have other people involved I have to be willing to stand and live by their input and maybe even some of their decisions.

Larry did, however, note that in some instances a panel is not feasible:

> . . . for the new school it was good for me to do it myself because I knew all of the pieces and a parent couldn't possibly know and there were no other staff members at that time and trying to put all the pieces together, it made it easier for me to do that. Ideally a panel would be the best way to go because then it isn't just me and sometimes a group decision is stronger than just individual ones.

Commitment. The theme for this subcategory was that candidates had to have a strong sense of *commitment* to their role as a teacher and to the school.

Sara noted:

> I think they have to be professionals, they have to be people who look at this as something that they want to do. Be willing to develop a value system that can be articulated, that they can talk about. And the willingness to make a contribution. I'm not very willing to have people who want to go into their classroom and

> close the door. So there has to be the concept that they are an individual within a community and make those kinds of contributions to the community all for the kids.

Dan felt:

> It is more than a job. It is a profession first off. By in large it is a career and the commitment to it has to be total.

Rob echoed:

> (I want) the love of life and teaching, or the love of teaching and labor. And what they're doing, that they know it's not just a job.

Larry felt that *commitment* was more important than *knowledge*:

> I think that if you've got a commitment to the job that if there are areas lacking, your commitment overcomes perhaps some of the other areas for improvement. You can have knowledge but if you don't have commitment, it doesn't do you any good.

Rob mentioned *commitment* to the school:

> When you hire staff, make sure you hire people that want to be in the classroom . . . we've all got aspirations but that they don't pick the new school as a stepping stone to a leadership position because they can try new things and so forth. I mean that's great, implementing ideas, but hire people that are team players.

Lynn noted:

> I know that there were people who were high flyers that applied for positions when I opened the school but I also knew a little bit from personnel that they would end up in leadership positions probably within a year or two and I was careful about that. Although I wanted some leaders in the school, I didn't want them to leave us in a year.

Communication. Sara relied heavily on using communication networks to find candidates:

> . . . to all intents and purposes, I knew the people or knew of them or knew someone really well who knew of them. And so I was pretty sure what I was getting in terms of the quality.

Lynn found networks useful to clarify questions she had about the candidates:

> Usually in that way there was always something else you could have asked the principal. So what I did was I phoned back to get clarification on one thing or another. It may have been something the teacher said in the interview, something else I picked up along the way but in a case like that I phone back. And in some cases you already had a couple of staff members know maybe how this person might fit in to work with these other people so that would trigger another question.

Larry recalled an experience where he put his trust in a principal who was unfamiliar to him:

> . . . a colleague that I didn't know well phoned and spoke very highly of this individual and it was in a very specialized program. And they probably did very well in the specialized program and under that leadership style but the transition to our situation was not there. So, on that one I really differed to my colleague's recommendation. And also this person interviewed well, not so much that wow, this was the one, but when I got the call from the principal that sort of helped make the decision.

Larry therefore cautioned:

> But if it's a colleague that I don't know well and I don't know their school setting and I don't know on what basis they evaluate staff, I'd go with my instincts. Not my instincts, I'd go with the information I have.

He continued:

> I would also say don't believe everything that other principals tell you because in a few instance, whether it didn't work out because of the new setting or whether they were trying to promote their staff member, I don't know. But some of the references and some of the performance evaluations weren't accurate.

Relating to Others. As in the previous subsidiary question, *relating to others* included how the candidate related with the administrator interviewing them and how the administrator felt the candidate would relate to other staff. Larry found the interview to be the most helpful in determining relationships with candidates:

> I think the interview is crucial – the face to face interaction is absolutely crucial. . . I could get a sense of them as people and how

> they presented themselves and just how they could respond off the cuff to questions as opposed to the evaluation which really you couldn't discern one candidate from the other.

Sara confessed:

> I don't know if you'd want to put this in, but I would never hire anyone that I didn't like.

She explained:

> I don't believe there's a science to relationships. For me, the relationship has to be there. There is a relational element, whether it be the staff evaluation after they joined the staff, whether it's looking at school performance, there is a relational component. And, like we talked before, sometimes you get caught. When you're limited in the range of applicants or you don't have enough to choose from, caught with time or other restrictions not of your own making, but for that reason I wouldn't abdicate the responsibility of hiring staff. Even though the suggested process in the district is to do that, that the principal take the recommendations of a committee and makes the final selection of who gets hired, I would never abdicate that. I feel really, really strongly that the relationship has to be there.

Rob referred to his relationship with candidates as a feeling:

> . . . humor isn't a rule I guess, but someone who I feel comfortable. Vibes. I don't have the skill but there's a feeling, that's probably it. I can't explain it, it's a feeling. . . it would probably be personality and there's that sense.

Sara was very conscious of how candidates would relate with existing staff:

> . . . it would be my instinct one over the other in terms either of would they fit with the existing staff if that's what I want, or would they not fit with existing staff which might be what I want.

Larry noted:

> . . . one of the most important was the whole idea of being able to establish relationships with people. And that to me is absolutely critical in terms of the success of the teaching-learning situation. In terms of the relationship between students and teachers and teachers and teachers, so that I'd say that one would be my number one.

Larry made the comment that *relating to others* was something that couldn't be taught:

> One of the ones that was really important was how they worked with others and if people have a history or not working well with other, it very often has something to do with their personality. Its' very difficult to change personalities - you can change skill levels. And so for me that was an important part of what I was looking for when I was hiring was that, the personality side, the side that would be most difficult to change, the part that came with them naturally.

Dan wanted to create connection between staff members:

> It's the 'X' factor. When you take a look at a school, a school like anything else has a real dynamic, there's all sorts of stuff going on. And I guess it's partially my philosophy to an extent, or my approach, I'm not quite sure what the right word is, but I think within a school staff like an elementary-junior high and then a special needs program, and they're sort of somewhat semi autonomous, but I'm also looking to bring them across.

Lynn recalled a time when poor relationships ended with a negative result:

> They kind of did excellent things in their classroom and showcased them very much, sometimes at the expense of the other grade level colleagues. That I did not like. That was a big drawback for me. I mean, it is important to be vocal about the good things we are doing but not at the expense of the other grade teachers. As a result, some of the parents in the community created a stir within the school indicating that this teacher did such and such and the other one and two didn't. You know, it was not something you want happening.

Sharing/Balance. Creating a balanced staff in both educational experience and life experience was once again a predominant theme. Larry referred to it as finding pieces to a puzzle:

> As we moved along, I might have two people that were dead even and then I would say, 'OK, what areas of the puzzle do I still need to fill?' So I can remember choosing one was with computers and as we worked our way up, I could have taken any one of them but it was that little extra something that I needed to round out the total staff. So it might have been computers, in another case it was science, in another case it was someone with a background in

> behavior management. . . Often it went to the pieces of the puzzle that would make a total staff.

Rob found benefit in having a variety of teaching styles in the school:

> . . . hiring people with different strengths. My approach with staff; yes we have one philosophy or at least a common philosophy, but an eclectic approach. It doesn't mean that we all have to teach my style . . . but we all have our own styles and are successful. We're looking for articulation from grade to grade and some people say it should be common and I do believe that. But having students exposed to different learning or teaching styles, it opens up something else. If we all have the same teaching styles, we may miss a certain segment. So I would say look for people with different teaching styles.

Sara made the same type of reference, but in terms of experience:

> I'm trying to support the community of the school and that means that one would fit and one wouldn't. It might mean something like I've got a staff of everybody between 45-55 and I need someone with no experience for the joys that they bring. It might be that I've got a really inexperienced staff, all within the first couple of years and I need someone with the wisdom that goes with ' you might want to think about it this way'.

Lynn interpreted *balance* two ways. The first was experience:

> To me it was important to have the experience there as mentioned but also the variety of teachers so that they would bring some infusion of youth. Newness that we can learn from new teachers as well, to be a more dynamic learning situation rather that a static or traditional. . . I would look at a cross section of experience from very new in their careers to experienced so my teachers ranged from just graduating from a B.Ed. to about 20 years experience.

Lynn's second interpretation was a geographical balance, referring to advise she took from other colleagues:

> . . . in terms of getting a cross section of people from a cross section of schools. And that is another thing I look at. I had teachers from the northeast quadrant, the northwest quadrant, southwest and southeast. They came from all over so we could pool our experience to make our own definite identity.

Larry recalled:

> I started to choose the staff and as I started to build the staff they came with certain, with different strengths.

Upon reflection, Sara encouraged other principals:

> . . . to look at complimentary things, not necessarily identical.

Larry's advise to other administrators was:

> . . . try to make your selection so that you have a balanced staff. It's important to have leaders, it's important to have people who are very comfortable not being leaders but supporters.

Lynn echoed:

> I also learned from people too, we can hire all the number one teachers but very soon everybody wants to be in that position and you know there are the drones and there are workers and there is only one queen and you know that because everybody can't be a queen.

Both Sara and Rob also sought candidates with a *balance* in their entire lives. As Rob stated:

> But they are balanced individuals, and I use that term loosely but they've got it together. They've got their degree and have proved themselves in the classroom, but that they're just great people; love life and love teaching, love kids.

Sara noted:

> I'm looking for people who have certain beliefs about their whole life, that work into their whole life not just their classroom. I'm looking for people who want to learn and people who want to become what they can become and are going to work towards that. Not people who compartmentalize life. That's not necessarily just what happens in the classroom that was important to me.

Subsection B:

The data outlined here are portions of documents that the participants had used in their selection process. These documents include letters to candidates who were applying for positions, written assignments the candidates were asked

to complete, sample interview questions, and lists of characteristics the participants were looking for in candidates.

Basic Human Values

Knowledge. To gain *knowledge* about the candidates, Larry had all candidates start with:

> A written response to some general questions.

Lynn's letter to candidates stated:

> Part of the process will be your completing the attached questionnaire.

In his list of desired characteristics of candidates, Larry sought candidates who were knowledgeable about their field:

> . . . knowledgeable in curriculum and child development.

Lynn sent her belief statement to all candidates with her initial letter. In it she described:

> I believe that teachers have excellent knowledge of curriculum and child development and the ability to identify and select instructional resources and strategies to meet the needs of students.

Freedom/Flexibility. Lynn also mentioned *flexibility* and the next subcategory, *humor*, in her belief statement:

> I believe in flexibility and a sense of humor.

Happiness/Humor. Larry ended his letter to candidates by encouraging them to remain positive:

> In closing I would like to say that if you do not get selected this time I would hope that you remain positive about yourself, your abilities and (-) school.

Larry also noted *happiness* in terms of desired candidate characteristics:

> Personal qualities – enthusiastic, energetic, sense of humor

In the written assignment, Dan equated *happiness* with job satisfaction:

My greatest satisfaction as a teacher is . . .

In the interview, Rob asked candidates to share:

Your greatest joy in the classroom?

Respect. Larry and Lynn took the time to send letters to each candidate explaining the process. Larry's began his letter:

> Thank you for expressing an interest in obtaining a position at (-) school. I would like to take this opportunity to explain the selection process and the steps that I will follow in selecting the initial staff.

Lynn's letter was similar:

> Thank you for expressing an interest in teaching at the school in (-). . . There are many more quality applicants than there are positions available and so it will not be possible to interview all applicants. This necessitates initiating a process to select candidates from among those interested.

Larry also said:

> If there is any part of this process that you feel uncomfortable with please phone personnel and talk to (-).

General Moral Values

Carefulness. After gathering general information and talking to the candidate's current principal, Larry continued his careful screening process by:

- Review of personnel files and a paper screen by personnel.
- Interviews by myself.
- Observations by myself.

Fairness. Larry's initial letter expressed a *fairness* to all candidates:

> I would also like you to know that I have kept the "playing field as level as possible". No interviews or commitments have been given to anyone in advance.

Professional Values

General Responsibilities as Educators. Larry sought candidates who wanted to continually improve their skills and knowledge as educators. This could be seen from one of his interview questions:

> What would you like to continue to improve in?

Rob's interview question was similar:

> What areas are you still trying to improve?

He went on to ask:

> If you felt part or an area of your program was weak, what would you do?

Dan worded his question:

> What areas have you addressed through professional development activities?

Dan also used the written assignment as a means for candidates to indicate how they kept current:

> The Educational leaders whose ideas interest me at present are . . .

Social and Political Values

Participation. Even the way Larry questioned his candidates about working as a team indicated his desire for *participation*:

> What do you think a new staff will need to do to become an effective team? What should be our first task?

Dan determined a candidate's level of *participation* from their written assignment:

> At (-) I would like to get involved in . . .

Dan also questioned candidates during the interview:

> What types of things have you done or been involved in that helped build an effective team? Teamwork can be said to require a) cooperation b) commitment c) communication d) contribution. Explain what you could do for a new school using these four C's to help build a team.

Lynn asked:

> What co-curricular activities might you be interested in offering or helping with?

Commitment. One of Larry's interview questions dealt with a candidate's *commitment* to their job:

> Potential challenges of working in a new school? Workload? Commitment?

Lynn referred to it in her belief statement that she sent to all candidates:

> I believe in people committed to school and personal improvement.

Communication. Larry and Lynn's second phase in the selection process was contacting the candidate's current principal. Larry was careful to maintain a sense of fairness:

> An evaluation (by phone) will be solicited from your principal – the same questions will be asked in every case.

In her initial letter to candidates, Lynn mentioned:

> As well, information from previous administrators and references will be sought.

Lynn also referred to her personal philosophy and belief statements about school:

> I believe in open and honest communication with students, staff, parents and community.

Relating to Others. In outlining some of the characteristics he was looking for in candidates, Larry's primary consideration was that of *relating to others*:

> Strong interpersonal skills, able to establish strong relationships with students, staff and parents, team player, able to work with others.

Sharing/Balance. The first paragraph of Larry's letter to candidates was very clear about his values:

> I will be staffing to get a balanced staff.

One interview question Larry asked was to determine attributes candidates may be able to share with the staff:

> Briefly, what strengths do you feel that you would bring to the program?

Dan used the written assignment to determine a candidate's strengths:

> The strengths that I would bring to (-) are . . .

In the interview, Dan also asked:

> What are all the skills and abilities that you can bring to a school that is opening and is relatively small?

Lynn referred to a sharing of strengths in her belief statement that accompanied the initial letter sent to candidates:

> I believe in teachers taking responsibility for co-curricular activities and assuming responsibility for leadership in areas of identified strength.

Lynn also asked this in the interview:

> What could you contribute to the staff at (-)?

Larry looked for candidates who could bring attributes from their personal lives:

> Describe some of the extra curricular activities that you are currently involved in.

He also mentioned this in his list of desired characteristics of candidate:

> . . . lead balanced lives.

Loyalty. Larry and Dan tried to determine a candidate's loyalty by asking their intentions. Their first interview question indicated this:

Why do you want to teach at (-) school?

Summary

Similarly to the third subsidiary question, the majority of participants' responses centered around Social and Political values, particularly the idea of creating a balanced staff who could share their various strengths. Basic Human values were the next most mentioned, followed by General Moral values and finally Professional values with the fewest responses. The role of these values was determined by attaching appropriate value judgement statements made by the participants to the steps in the selection process that they have identified. These findings are addressed in the next chapter.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND REFLECTIONS

In this final chapter, the researcher addresses the purpose of this study which was to determine what values were held by administrators and what influence these values had on the decision-making process of selecting certificated personnel. The intent was for principals to share their value judgements and the role these judgements had on their selection decisions.

The chapter is divided into three sections. The first section delineates the conclusions the researcher has drawn from the data presented in the previous chapter. It is focused on answering the four subsidiary questions and the general research question as outlined in the first chapter. The second section provides implications which may be drawn from this study. The final section contains reflections and insights noted by the participants and researcher regarding this study.

Conclusions

The researcher began by determining which specific values were employed by administrators during the selection process. This was accomplished by identifying and categorizing the different types of values because, as Leithwood (1986) stated, "effective principals establish procedures for clarifying the values on which decision criteria are based" (p.128). It was interesting to note that value statements were easily identified and the only difficulty occurred when new subcategories needed to be added to Leithwood and Begley's (1992) existing framework.

Subsidiary Question #1

To gain a basis for which to compare values, the participants were asked questions regarding 'what values do administrators report using in general administrative decisions?'. These values, gathered from the interviews and the assessment of the new school's philosophy statements, were analyzed against Leithwood & Begley's (1992) value categories. Language such as *ought, would like, should be* were used as indicators of a value statement.

The data found some slight differences from Leithwood's (1992) matrix. In the first set of Basic Human values, the researcher found no responses for Leithwood's (1992) concept of 'survival'. In General Moral values, the data indicated a need to exchange 'courage' for 'honesty'. Professional values found no data relating to 'consequences for others', so it was eliminated. The final set of Social and Political values had the most changes. The data maintained the subcategories of 'participation', 'commitment', and 'solidarity', but deleted 'sharing', 'loyalty' and 'helping others' and added 'support' and 'communication'. These differences can be seen by comparing Table 2 and Table 3 in the previous chapter. It was the language and descriptors from this data which was used for the identification of values for the remainder of the study. **Conclusion: The participants identified all four main value categories as found in the matrix developed by Leithwood and Begley (1992).**

Subsidiary Question #2

The second set of questions focused the participants' responses in order to identify value judgement used in the specific action of teacher selection. Having

created a system to identify value statements from the previous subsidiary question, the data were categorized similarly. However, there were some key differences between values identified in general activities as compared to values identified in the selection process.

First, the Social/ Political value of 'communication' had to be defined within the context of this particular question to clarify the intended meaning by the participants. It was initially interpreted by the participants as dealing with people in a positive manner, but had to be redefined in this section to the use of trusted networks by the participants. Second, the Professional value of 'consequences for clients' was not mentioned by the participants and therefore eliminated from the matrix. Third, there were several changes to Social and Political values. 'Solidarity' and 'support' were replaced with 'relating to others' and 'sharing/ balance' and Leithwood's (1992) concept of 'loyalty', omitted from the first subsidiary question, made a reappearance here. A complete list of the values identified and participant's descriptors can be found in Table 5. What is most interesting to note is that values are not universal across actions.

Table 5 – Illustration of Values in Teacher Selection

Value	Description
Basic Human	
Knowledge	• I had an idea of what kind of a school I wanted (Sara) • I wrote down the characteristics I wanted (Larry) • I wanted that person to have knowledge of the curriculum (Lynn)
Freedom	• Some of the new schools had requirements to take some staff from the surrounding schools that were affected. I didn't (Sara) • Well, sometimes I'm off the cuff too (Rob) • They were willing to make a change (Lynn)

(table continues)

Value	Description
Happiness/Humor	• I was looking for someone who first of all really had an enthusiasm and a love for what they were doing (Larry) • I asked 'when was the last time you laughed in school' (Dan) • she was nervous, first year teaching, but very enthusiastic (Sara)
Respect	• I did write them a letter and indicated that I had received their name (Lynn)
General Moral	
Carefulness	• The first thing I did was quite a bit of homework about the community (Rob) • To help me short list, I needed to know a little bit about them first rather than a paper screen (Larry) • All I was working on for 2 1/2 months was the new school (Sara)
Fairness	• I've got my set of standard questions for everyone (Larry) • I didn't just check one reference (Lynn)
Honesty	• How do they respond to a question where it is open-ended, are they honest (Larry)
Professional	
General Responsibilities As Educators	• How can we reach, the skills that have to be taught, how can we master that (Rob) • There are expectations, I'd call almost principles, that we as teachers must adhere to and achieve (Rob)
Specific Role Responsibilities	• Part of the process was dictated by the district (Sara)
Social and Political	
Participation	• We needed to work together as a team (Dan) • I looked at their ability or desire to work with other people as a team (Lynn)
Commitment	• I wanted people who liked a challenge (Dan)
Communication	• I then called principals for references (Lynn) • Everybody on staff had some sort of connection with me at some time (Sara) • I know to trust some of the principals, some I wouldn't when I phoned (Rob)
Relating to Others	• One of the characteristics was someone who could establish a good rapport with children (Larry) • Don't pick all chiefs (Rob) • I wanted to have a school where people collaboratively worked together (Sara)
Sharing/Balance	• I made sure I had a balance in science, social studies, phys ed. (Rob) • What I did want was a group of people who had complimentary areas of interest and expertise (Dan) • In was important to me that people be allowed to bring their lives and their past lives into the work that we do with kids (Sara)
Loyalty	• I knew for a fact that the majority of them (current teachers) would apply for the new school as well (Lynn)

Conclusion: This study indicated that the specific activity of teacher selection may require a specific set of values.

Subsidiary Question #3

Once the identification of values was complete, the second phase of the study was designed to establish the role and influence of value judgements on the selection process. This first section was used to determine 'what value judgments do administrators feel are appropriate to use during the selection process?'. A rough ranking of the values from most appropriate to least appropriate was established by determining the frequency with which certain values were mentioned by the candidates. Several of the values also corresponded with previous research described in Chapter 2. The literature connection and ranking of values is demonstrated in Table 6.

Table 6 – Ranking of Values

Value	Frequency	Ranking	Literature Connection
Sharing/Balance	10	1	
Communication	7	2	Wise et.al. (1987)
Fairness	6	3	Wise et.al. (1987), Kirk (1981)
Knowledge	5	4	Leithwood & Montgomery (1986) Kirk (1981)
Respect	5	4	
Relating to Others	4	5	Strauss & Sayles (1980), Kirk (1981) Lunenburg& Ornstein (1996)
Carefulness	4	5	Phelps et.al. (1987)
Happiness/Humor	4	5	
Honesty	4	5	

(table continues)

Value	Frequency	Ranking	Literature Connection
Freedom	3	6	Wise et.al (1987)
Participation	3	6	Wise et.al. (1987)
General Responsibilities	3	6	
Specific Role Responsibilities	2	7	Wise et.al. (1987)
Commitment	1	8	
Loyalty	1	8	
* Solidarity	1	8	Harris (1989), Strauss & Sayles (1980)

* This value was not found when initially identifying values and was therefore not included in Table 5 - Illustration of Values in Teacher Selection.

An interesting observation is that the most frequently used value of sharing/balance, from the Social/Political category, was not mentioned in any literature outlined in Chapter 2. However, every participant in this study described the desire for a balanced staff. This value was seen as a balance in terms of educational skills and knowledge each candidate could bring to the staff as well as candidates who had a sense of balance in their lives outside the school. Its benefit was that candidates could bring these attributes to the school, share them among their colleagues and students, thereby creating a more well-rounded, participatory educational community.

The next most mentioned value was that of communication, another Social and Political value. Here the participants interpreted it the same as Wise et.al (1987), as relying "on colleagues from other schools and their own teachers to recommend potential applicants" (p.56). As with sharing/balance, every participant made some comment regarding this beneficial, if cautiously used, value.

The remaining ranking of values are a mix of all four main categories of values. Totals of frequency show a high frequency of Social and Political values

with 27 items, Basic Human values and General Moral values were noted relatively similarly with 17 and 14 items respectively, and Professional values were found to be the least beneficial with only 5 items.

Conclusion: The most beneficial value judgements in the selection process are those from the Social and Political category, particularly the value of sharing/balance.

Subsidiary Question #4

In the final section of the study, the researcher sought to determine the relationship between value judgements and the selection process used by the participants. It focused around the question 'what role do the administrator's values play in the selection process?'. The data gathered indicated that for each step in the selection process, at least one value judgement can be attached. The steps described in Table 7 are those that were identified by the participants. Each step is accompanied by a list of the value judgements found in the data.

Each participant noted a heavy reliance on the interview, finding nine value judgements corresponding to this one step. The importance of the interview has been noted by Strauss and Sayles (1980), Lunenburg & Ornstein (1996), Kirk (1965) and Lopez (1965) all of whom acknowledge that its success is directly related to the personal judgements of the interviewer. The next most value-laden step was the introductory letter to candidates followed by the written assignment some participants had their candidates complete. Although the remaining steps had fewer value judgements attached to them, it can still be seen that values do indeed play a role in all areas of the selection process.

Table 7 – Values found in the Selection Process

Steps in Selection Process	Values Found	Example Comment
Initial Preparations	knowledge	• listing the requirements of the position and formulating the questions for them (Dan)
	carefulness	• take the time to develop a comprehensive process (Larry)
Contacting Personnel Services	specific role responsibilities	• there were several times where I needed to interview people because I was told to (Sara)
	happiness/humor	• personal qualities – enthusiastic, energetic, sense of humor (Larry)
	relating to others	• strong interpersonal skills, able to work with others (Larry)
Introductory Letter to Candidates	respect	• If there is any part of this process that you feel uncomfortable with, please phone (Larry)
	fairness	• No interviews or commitments have been given to anyone in advance (Larry)
	sharing/balance	• I will be staffing to get a balanced staff (Larry)
	knowledge	• I believe that teachers have excellent knowledge of curriculum and child development (Lynn)
	freedom/flexibility	• I believe in flexibility (Lynn)
	commitment	• I believe in people committed to school (Lynn)
	communication	• information from previous administrators will be sought (Lynn)
Written Assignment for Candidates	knowledge	• Part of the process will be your completing a questionnaire (Lynn)
	happiness/humor	• My greatest satisfaction as a teacher. . . (Dan)
	general responsibilities as an educator	• The educational leaders whose ideas interest me at present are . . .(Dan)
	participation	• I would like to get involved in . . . (Dan)
	sharing/balance	• The strengths I would bring to (-) are . . . (Dan)

(table continues)

Steps in Selection Process	Values Found	Example Comment
Contacting References	communication	• I knew the people or knew of them or knew someone really well who knew of them (Sara)
	carefulness	• don't believe everything that other principals tell you (Larry)
	fairness	• An evaluation will be solicited from your principal – the same questions will be asked in every case (Larry)
Interview of Candidates	participation	• I certainly came to use group interviews (Dan)
	relating to others	• I don't think I could do it over the phone, I need to read people (Sara)
	freedom/flexibility	• I never took it to the point where is was so formalized (Dan)
	loyalty	• Why do you want to teach at this school (Larry)
	happiness/humor	• Your greatest joy in the classroom (Rob)
	general responsibility as an educator	• What would you like to continue to improve in? (Larry)
	participation	• What co-curricular activities might you be interested in offering? (Lynn)
	commitment	• Potential challenges of working in a new school? (Larry)
	sharing/balance	• What could you contribute to the staff? (Lynn)
Observation of Candidates	relating to others	• The relationship between her and her children (Larry)
	carefulness	• I also went out to do an observation in class when I was getting really serious . . . and I needed extra information (Larry)
Letter of Notification to Candidates	respect	• at least they felt that someone acknowledged that they applied (Lynn)

Conclusion: Value judgements can be found in all steps of the selection process as identified by the participants.

General Research Question

This study was guided under the umbrella question of 'what influence do values have on the teacher selection practices as reported by selected school based administrators?'. The subsidiary questions were designed to extract perceptions from the participants regarding the types of values they held and the role these values had in the creation and practice of the teacher selection process.

The participants were very forthcoming in their discussion about how and why they selected teachers for their new schools. They described how they prepared themselves prior to developing the process, the process they developed, difficulties they had and their perception of the final results. The participants were also very reflective during the interview, acknowledging the successes and miscues they had during the extremely stressful time of opening a new school. They discussed what they had learned from their experience and how it had affected their current practices of teacher selections.

Both the interviews and the personal documents provided by the participants gave tremendous insights into identifying and categorizing value judgements they had used. This allowed for a comparison against existing research on values in decision-making. Once these values were identified, the researcher was then able to demonstrate which values were perceived as most beneficial and how these values affected various aspects of the selection process. The data gathered from the interviews with the participants and the personal documents they shared with the researcher have demonstrated that the process of teacher selection is indeed influenced by the values and value judgments of administrators.

Conclusion: The specific value judgements identified during the participant's selection processes had a direct influence on their teacher selection practices.

Implications

From this study, the researcher found many implications in terms of administrative practice, training by Personnel Services and further research.

Implications for Administrative Practice

Understanding and accepting the influence of value judgements on teacher selection has great implications to administrators. As this research and previous educational writing suggest, value judgements are in fact a reality in decision making. Consequently;

- **administrators need to be aware of what those judgements may be and how they may affect their actions.**
- **Further, the extensive use of panel interviews invites even more value judgments to the selection process.**
- **This in turn requires administrators to be aware not only of their own values at work, but those of their panel as well.**

Implications for Personnel Services

Since part of the role of Personnel Services is to aid administrators in their selection of staff, they must be aware of the influence of value judgements in this process. The conclusions from this study could be included in the information they provide to administrators in the area of staff selection. Through training and inservices, Personnel Services would have the opportunity to give examples

of values and value judgements in teacher selection. As previously mentioned by Kirk (1981), "detailed analysis of the recruitment process and quality of the candidate lead to refinement, elimination of errors and the repetition of success" (p.19). Therefore;

- personnel services need to inform and educate administrators of how they may identify their own values
- personnel services need to ensure that administrators understand what effect their value judgments may have on their selection process.

Implications for Further Research

As mentioned in the beginning of this study, there has been little research done regarding the influence of administrator's values in the area of teacher selection. This was primarily due to the fact that only in the recent past, with the introduction of school-based management, have administrator's had the authority to choose their staff. Consequently, there is a wide scope were this research could be continued. Further research in this area could include:

- the influence of administrator's values in other specific decision-making activities
- the evolution of candidate's values upon joining a new staff
- the development of a training program to help administrator's identify value judgements in certain decision-making activities.

Reflections

Reflection by the participants was an integral part of this process. A sidelight of this study was for administrators to understand where and how their

value judgements affected their selection process. In doing so, they could then apply this knowledge to future practices, thereby becoming more effective decision-makers. The participants in this study had the opportunity to reflect upon the selection process they used when they opened a new school. Although they were pleased with the results, they did admit that it wasn't a perfect process. Larry noted:

> I've made some choices where, upon reflection, I probably didn't make the best choice. They're never a wrong choice because you've gone through a process and you're ending up with someone. I don't know if they're the wrong choice, but there could have been a better choice. And you just reflect upon it and ask what did I miss along the way, what did I not see. In future, how will that affect how I go into the next interview situation.

Sara commented:

> Yeah, we did a good job. There were some mistakes along the way. Not necessarily mistakes, but that was good too. And I think that the people were really good choices for what we were trying to do. I think we did a really good job of staffing and keeping that as we grew because it wasn't without its problems and it wasn't problem free. But we all participated, we all continued to learn, we all were happy with who we were even in times of crisis and could deal with crisis well, which may be a sign of what happens within a group when they work well as a collective.

Rob was very pleased with his staff:

> Well I think the results speak for themselves. We created a fantastic school with great achievement results. A school that still is very much thought of and admired. Yeah, I guess the school has a good reputation. I think I did a good job and whoever helped me. But could there have been better areas? Sure, there could have been but I was satisfied. I think the end result was as much as I expected it to be. In some cases even better!

Dan spoke to the challenge:

> So my challenge was to find the one right person out of in some cases 50-60 applicants. And unfortunately, I know I made mistakes along that way. I wish I had the opportunity to let everybody know that yeah, there are a number of you who probably were better than the person I picked, certainly in some areas, and just

> because of the process that I did use, for better or worse, I wasn't able to determine that. But I used the process that I could . . . you know, six years later I think many of the ideas are still solid and I guess I am still using them now.

Lynn found that she gained further insights as she gained experience:

> Upon reflection, I think it's mostly been positive. There are some selections that I would have maybe done differently in retrospect, and maybe not. I don't know. But when you have 10 years of experience after that, there are some things I think you learn. There are some things in hind-sight, as in every lesson in life, that you would do differently. . . Well, I think probably that has been a growth aspect. Reflection is good. For me it's been really positive about some of the things that I've done and use now in this school and some of the things I've done that I won't.

As for the significance of this study, it was gratifying for the researcher to hear some of the participants acknowledge the importance of a careful, conscious selection process. As Larry concluded:

> It was very time consuming, but if there was one place I was going to spend a lot of my time, it would be in selection of staff. And it's worth it - it's worth spending the time.

Rob provided a quote, written by Donald O. Clifton of SRI Perceiver Academies, that he often referred to prior to beginning a selection process. It is an excellent summation of the philosophy of this researcher:

> Your greatest contribution to mankind is to be sure there is a teacher in every classroom who cares that every student every day learns and grows and feels like a real human being.

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Appendix A

LETTER REQUESTING PARTICIPATION

and

LETTER OF CONSENT

Letter Requesting Participation

(Date)

Dear (Principal) :

I am currently pursuing a Master of Education degree in Educational Administration at the University of Alberta. The title of my study is Administrator's Values and Teacher Selection. It's purpose is to determine, through interviews and document analysis, what values are held by administrators and the influence these values have on their decision-making process when selecting teaching staff. This will be done by identifying and categorizing the values used by administrators during interviews so that their influence can be specifically described.

The merits of this study are twofold. By understanding and defining their values, administrators can gain further insights into their motivations that affect their choices when selecting staff. These insights can, in turn, give the administrator a higher level of understanding of the influence and place their value judgments have on the success or failure of applicants.

In order for me to understand these values, I need your experience and expertise having been involved in a situation where you have interviewed candidates for all teaching positions when you opened a new school.

I will be conducting loosely structured interviews with you, thereby allowing for some freedom for a more in depth discussion about your particular experiences. The interviews will be taped and transcribed and you will be given the opportunity to view a copy of the transcriptions for clarification and verification.

If you agree to participate in this study, all information you share will remain confidential. You will be given a pseudonym for identification purposes and you are free to withdraw from the study at any time and for any reason. All information collected will be used only for the purposes of the completion of the thesis, oral presentations and journal articles.

I will contact you next week to discuss your participation. If you wish to contact me, I can be reached at xxx-xxxx.

Yours sincerely,

Laurel Chomyc

Administrator's Values and Teacher Selection - Letter of Consent

I understand that I will be participating in a study in which the purpose is to identify the values held by administrators and influence these values have on the decision-making process, particularly in the area of selecting certificated personnel. I acknowledge that this research project has been explained to me and that any pertinent questions I have asked have been answered to my satisfaction.

I understand that my participation is completely voluntary and will involve two audio-taped interviews and a copy of the transcribed interviews will be provided to me for verification, clarification and deletion purposes. I understand that I have the right to withdraw from the study at any time without penalty. I understand that my confidentiality has been assured by the interviewer. I understand that all information collected will be used only for the purposes of the completion of the thesis, oral presentations and journal articles.

_____ _____

(Name of Participant - please print) (Signature of Participant)

Laurel L. Chomyc

_____ _____

(Name of Interviewer) (Signature of Interviewer)

_____

Date

For further information, please contact Laurel Chomyc at xxx-xxxx.

Appendix B

INTERVIEW FORMATS

FORMAT FOR INTERVIEW #1

1. Review the purpose and outline of the interview and assure confidentiality.

2. Ask permission to use a tape recorder. Explain that it may be turned off at any time.

   Sub Question #1:
   What is important to you in education and schooling? What is your philosophy?
   What do you see as your role as a principal?
   What influences your actions and decisions at school?

   Sub Question #2:
   Describe the process you went through when you began selecting staff for your new school.
   Can you give me an example of a positive interview situation?
   What qualities were you looking for in a candidate?
   Did you want the same qualities for each candidate?

   Sub Question #3:
   Are there some influences that are more appropriate or beneficial to use in an interview? Less beneficial or inappropriate?
   Did you use the same criteria for each interview?

   Sub Question #4:
   What would your ideal selecting situation be?
   If you were faced with 2 candidates who were virtually identical, what would influence you to choose one over the other?
   What would the one factor be that all teachers must have for you to choose them?
   If you were giving advice to a principal in this situation, what would it be?

3. Close the interview by asking if there are any further questions about what has been discussed.

4. Inform the participant that they will receive a copy of the transcript for additions, deletions, corrections and clarification. Arrange a time for the next interview and thank the participants for their time.

FORMAT FOR INTERVIEW # 2

1. Ask for documents they may have pertinent to the research (interview questions, candidate criteria) and a copy of the school's opening philosophy statement.

2. Opening
   Are there any points you would like to clarify from the last interview?
   Are there any thoughts triggered by our first discussion?

3. Follow-up question:
   Suppose it came to selecting a person and there was a candidate that you had some questions about. Which of these values do you think would influence you the most? the least? Why?

freedom	happiness	knowledge	respect for others
survival	carefulness	fairness	justice
courage	participation	sharing	loyalty
solidarity	commitment	helping others	professionalism
responsibility to students		responsibility to society	
specific role responsibilities		general educational responsibilities	

   As you went through your selection process, what questions, concerns, considerations became important to you? Why?

4. Closing
   How did it feel reflecting on the decisions you made in selecting your staff?
   Is there anything else you wish to add?

5. Thank the participant and make arrangements for the second transcript to be dropped off for clarification and corrections.

Appendix C

SAMPLE OF SELECT PARTICIPANT'S LETTER TO CANDIDATES

SAMPLE OF LETTER TO CANDIDATES

(Provided by Larry)

APRIL 1993

Thank you for expressing an interest in obtaining a position at (-) school. I would like to take this opportunity to explain the selection process and the steps that I will follow in selecting the initial staff. There are a number of things you need to know:

- there are a large number of excellent applicants for each position
- it will be impossible for me to interview or observe all candidates
- I will be staffing to get a balanced staff

There is no perfect process for selecting staff and some good people will be missed.

Recognizing these realities it is necessary to set up a process that reduces the pool of applicants to a manageable number. This process will be as follows:

- A written response to some general questions
- An evaluation (by phone) will be solicited from your principal – the same questions will be asked in every case
- Review of personnel files and a paper screen by personnel
- Interviews by myself
- Observations by myself
- Notification

If there is any part of this process that you feel uncomfortable with please phone personnel and talk to (-).

I would also like you to know that I have kept the "playing field as level as possible". No interviews or commitments have been given to anyone in advance.

In closing, I would like to say that if you do not get selected this time I would hope that you remain positive about yourself, your abilities, and (-) school. The candidate pool is very large with a large number of excellent people. The school's pupil population is projected to increase over the next few years and there will certainly be other opportunities for staff to be selected.

Would you please take time to complete the attached questions and return it to Personnel Services, addressed to (-). It is important that this be returned within one day in order to meet the staffing deadlines. Thank you.

Sincerely,

Appendix D

SAMPLE OF SELECT PARTICIPANT'S WRITTEN ASSIGNMENT QUESTIONS

SAMPLE OF WRITTEN ASSIGNMENT QUESTIONS

(Provided by Dan)

I would like to work at a school where . . .

The 4 main areas that I would like my school to emphasize are . . .

My thoughts regarding student achievement are . . .

My thoughts regarding parent involvement are . . .

The most effective way to report students growth is . . .

The strengths that I would bring to (-) school are . . .

At (-) school I would like to get involved in . . .

My greatest satisfaction as a teacher is . . .

The 3 characteristics of a teacher that I feel are the most important are . . .

My level of comfort towards, knowledge about, and use of computers is . . .

My thoughts on daily physical education are . . .

The Educational leaders whose ideas interest my at present are . . .

Appendix E

SAMPLES OF SELECT PARTICIPANT'S INTERVIEW QUESTIONS

SAMPLES OF INTERVIEW QUESTIONS

(Provided by Rob)

How did you become interested in teaching?

What teaching techniques have you found to be effective?

What do you consider to be your teaching strengths?

What areas are you still trying to improve?

Tell me about a student you helped recently.

Describe a program you would use for students with behavior problems.

If I sat in your classroom what kinds of things would I see taking place?

What do you want your students to accomplish?

Would you rather teach slow learners or advanced students?

How do you intend to motivate your students?

If a parent came to you and complained that you were not meeting her child's needs, what would you do?

If you felt a part or area of your program was weak, what would you do?

Your greatest joy in the classroom?

Your greatest concern?

What do you hope to be doing in 5 years?

Appendix F

SELECT PARTICIPANT'S PHILOSOPHY STATEMENT OF THEIR NEW SCHOOL

PHILOSOPHY STATEMENTS

OF NEW SCHOOLS

Sara's School:

At XXXX School we believe that:
- it is the right of all children to experience success
- each child is unique and that individual student needs and interests will be met
- children learn best in a safe, secure, child-centered environment

Therefore, in our school, programs will be provided to develop academic achievement and positive self-esteem. We encourage our children to take responsibility for their own learning. Everyone is a teacher and everyone is a learner.

Lynn's School:

Education is a shared responsibility between teachers, students, parents and the greater community. Through active cooperation and dedicated participation by everyone involved, maximum opportunities for successful, rewarding learning experiences are provided.

At XXXX we believe:
- Our school is a safe, positive and caring environment which enhances the dignity and self-worth of all.
- Students will benefit through ongoing communication, cooperation between each other, staff and the community. Recognizing and celebrating our successes is an integral part of our program.
- Everyone is involved in the partnership of teaching and learning. Learning is an ongoing process which occurs in a variety of ways. XXXX meets the unique needs of students building upon their intellectual, social, emotional and physical strengths to ensure growth.
- Each child has the ability to learn, their achievement and growth will be recognized, celebrated and reported in a predicable, consistent manner.
- Students are able, with guidance and support, to accept responsibility for meeting the challenges of learning through problem solving and decision making.